QUR'ĀN CURRICULUM

GRADE
1

KISA PUBLICATIONS
UNDER THE GUIDANCE OF MOULANA NABI R. MIR (ABIDI)

QUR’ĀN CURRICULUM

GRADE
1

AL-KISA
FOUNDATION
UNDER THE CLOAK OF GUIDANCE AND MERCY

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Dedication

This book is dedicated to the beloved Imām of our time (ʿaj). May Allah (swt) hasten his reappearance and help us to become his true companions.

Acknowledgments

Prophet Muḥammad (ṣ): On the Day of Resurrection, the ink of the scholars will be weighed up against the blood of the martyrs, and the ink of the scholars will be heavier than the blood of the martyrs.
Nahj al-Faṣāḥah, Saying #3222.

True reward lies with Allah (swt), but we would like to sincerely thank those who contributed to this book. May Allah (swt) bless them in this world and the next. We would especially like to thank Wali ul Asr for their artwork and contributions.

Preface

Prophet Muḥammad (ṣ): Nurture and raise your children in the best way. Raise them with the love of the Prophets and the Ahlul Bayt (ʿa).

Curriculum is an influential form of educational content that often shapes the thoughts and views of an entire generation. Therefore, in order to establish an Islamic foundation for the future generations, there is a dire need for a compelling Islamic curriculum. Over the past several years, this need has become increasingly prevalent throughout Islamic centers and schools everywhere. Due to the growing dissonance between parents, children, society, and the teachings of Islam and the Ahlul Bayt (ʿa), this need has become even more pressing. Al-Kisa Foundation, along with its subsidiary, Kisa Publications, was conceived in an effort to help bridge this gap with the guidance of ʿulamāʾ and the help of educators. We would like to make this a communal effort and platform. Therefore, we sincerely welcome constructive feedback and help in any capacity.

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

"… and recite the Qurʾān in a measured tone."[1]

The goal of the Qurʾān Curriculum is inspired from the verse above. We are the best creation of Allah and our way to connect with Him, and feel the highest levels of peace and comfort is connection through His own words, the Noble Qurʾān. Allah has facilitated this connection and intimate relationship with Him by opening the door of duʿāʾ (supplication) and sending down His divine book, so we can be guided on the right path.

Our communication to Allah through duʿāʾ can sometimes be rooted in our own wants and desires, which may not be ideal for our holistic health and success to perfection. This is why reciting the duʿās as taught by our role models, the immaculate 14, the Ahlul Bayt (ʿa) is the best tool to communicate with Him. Likewise, Qurʾān being the light of navigation, is ideal to connect with Allah.

Therefore, there is a need for us to recite, understand, practice on the guidance of the Qurʾān and be a role model and ambassador of the Qurʾān. The first step, as seen in the verse above, is recitation, or qirāʾah. However, this is not enough to achieve that connection, even for those who understand Arabic. Hence, this curriculum has a humble attempt to add other aspects of the Qurʾān such as memorizing, and explaining the meanings through Qurʾānic lessons to establish this connection with Allah.

---

[1] Sūrah al-Muzzammil (73), Verse 4.

The series of this book is a combined effort of many experts, and over two decades of teaching. From the beginning, there were individuals such as Brother Ali Fawaz, Brother Moshref, Brother Yaser Shanjani, Moulana Abazar Wahedi, Sister Rana Matar, Sister Sabika Mithani, Sister Sarah Yahfoufi, Sister Zamena Momin, Sister Asgaraly, Sister Mona Alsaglab, Sister Noor Nasrallah, and Shaykh Salim Yusufali, along with the resources of Wali ul-Asr Schools, SABA Sunday School, and other affiliated schools.

This series started with general reading techniques, and was then enhanced with memorization of sūrahs, duʿās, ziyārāt, and also Qurʾānic life lessons taken from books such as Verses of Light, Guiding Light Series, Qurʾān Appreciation, and Qurʾān Quest. Moulana Wahidi's vision, and Shaykh Salim's dedication to help our students connect with the words and concepts of the Qurʾān were instrumental to this curriculum. Including the Qurʾān Quest component which is a dive into tafṣīr for the older grades. May Allah bless them and their families abundantly.

We hope that this curriculum will help your child's connection with the Qurʾān whether used as their primary curriculum, or a supplemental resource. We humbly request you to share your feedback as we continue to evolve and enhance the curriculum to achieve these goals, inshāʾAllāh.

We pray to Allah to give us the strength and tawfīq to perform our duties and responsibilities.

With Duʿās,
Nabi R. Mir (Abidi)

About the Board ʿĀlim

Moulana Nabi R. Mir (Abidi) is a scholar, an educator, a father, and an enthusiast for creating educational infrastructure and Islamic resources for the benefit of the global community. He is a pioneer of always thinking “outside of the box” by supporting the creation of innovative materials to engage young readers to pick up Islamic books, interact with Qurʾānic games, learn from the Steps to Perfection Curriculum, and begin their life-long journey of holistic education.

Being a dedicated student and graduate of *Darse Khārij* from the *Ḥawzah* (the highest level of Islamic Studies in the seminary), Moulana Abidi understands the intrinsic value of Islamic education. Also, having grown up in India, and now residing in the United States, he has had the honor of traveling to various communities and meeting many community leaders. He values the importance of collaboration and working together to optimize our communal potential and create open source platforms so that information and resources are available and accessible to everyone around the world.

You, dear reader, are now part of the Al-Kisa family.
Share the word, and join the mission.

How to Use this Book?

Salāmun ʿalaykum Dear Teachers, Guardians, and Students,

This Qurʾān book is designed to help strengthen our connection with the Noble Qurʾān, inshāʾAllāh.

It is divided into 4 parts:

1. **Recitation/Listening** to the sūrahs of the Noble Qurʾān
2. **Learn how to read the Qurān & Tajwīd**
3. **Living with the Qurʾān** by understanding the verses and connecting them to our daily lives.
4. **Memorization** of the sūrah, duʿās, and ṣalāh with a focus on the correct pronunciation.

This Qurʾān book was designed to be completed over one school year (or 32 weeks).

If your class is not teaching the "Learning how to read the Qurʾān & Tajwīd" you can allocate that time for "Living with the Qurʾān" & "Memorization".

If you have more than one session/week, you can stretch some of the lessons over two weeks, have deeper discussions and spend more time on the activities.

How to breakdown the Qurʾān Session?

Here is a suggestion on how to breakdown and conduct the Qurʾān class with a few options to choose from for each part of the class.

5 min	**Recitation** Source: tanzil.net Option 1: Assign a student Option 2: Teacher can read
15 min	**How to Read the Qurʾān** • Introduce the new lesson or review the previous lesson • Do 1 or 2 worksheets and assign the rest as homework • Add a short video or a small activity/craft related to the lesson if needed (you can find great ideas online) • Do the assessment
15 min	**Living with the Qurʾān** • Read and repeat the āyah in Arabic and English • Show the short video and tell the story to explain the āyah/sūrah. • Have a brief discussion and make sure the students understand the important lessons. • Start the activity and guide the students through it. • Give the coloring sheet as homework.
5 min	**Memorization** • Divide the sūrah and focus on specific āyahs every session. • If you have pre-assigned āyahs for memorization as homework, you can review these āyahs and test the students. • Review the sūrah assigned for memorization.

Helpful Tips

- If you are just teaching “Living with the Qurʾān” & “Memorization” allocate the “How to read the Qurʾān” time to those sections.
- Communicate with parents to create a home & school alliance.
- Understand the students’ individual needs and have empathy for them.
- Help them grow at their own pace.

Pacing Guide

It is important to make a Pacing Guide of what you plan to cover during the month/quarter. You can also share this information with parents to keep them informed of these monthly/quarterly goals. Here is an example of a pacing guide for Grade 1. We hope this model helps to make your own pacing guide according to your classroom needs.

Grade 1 - Pacing Guide

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Qurʾān Reading & Tajwīd	Letters & Short Vowels Review Lesson #1	Letters & Short Vowels Review Lesson #2	Letters & Short Vowels Review Lesson #3	Letters & Short Vowels Review Lesson #4	Letters & Short Vowels Review Lesson #5	Letters & Short Vowels Review Lesson #6	Letters & Short Vowels Review Lesson #7	Letters & Short Vowels Review Lesson #8
Memorization	Sūrah al-ʿAṣr (Āyah 1-2)	Sūrah al-ʿAṣr (Āyah 3 + review previous Āyāt)	Sūrah al-ʿAṣr (review)	Sūrah al-Fīl (Āyah 1)	Sūrah al-Fīl (Āyah 2 + review previous Āyah)	Sūrah al-Fīl (Āyah 3-4 + review previous Āyāt)	Sūrah al-Fīl (Āyah 5 + review previous Āyāt)	Sūrah al-Fīl (review)
Living with the Qurʾān - V.O.L (Verses of Light)	Lesson #1	Lesson #2	Lesson #2	Lesson #3	Lesson #4	Lesson #4	Lesson #5	Lesson #5

Subject	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Qurʾān Reading & Tajwīd	Letters & Short Vowels Review Lesson #9	Letters & Short Vowels Review Lesson #10	*Review All Letters*	One way Connected Letters	One way Connected Letters	Long Vowel (ā)	Long Vowel (ā)	Long Vowel (ī)
Memorization	Sūrah Quraysh (Āyah 1-2)	Sūrah Quraysh (Āyah 3 + review previous Āyāt)	Sūrah Quraysh (Āyah 4 + review previous Āyāt)	Sūrah Quraysh *(review)*	Sūrah al-Māʿūn (Āyah 1)	Sūrah al-Māʿūn (Āyah 2-3 + review previous Āyah)	Sūrah al-Māʿūn (Āyah 4-5 + review previous Āyāt)	Sūrah al-Māʿūn (Āyah 6-7 + review previous Āyāt)
Living with the Qurʾān - V.O.L (Verses of Light)	Lesson #6	Lesson #7	Lesson #7	Lesson #8	Lesson #8	Lesson #9	Lesson #10	Lesson #10

Subject	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Qurʾān Reading & Tajwīd	Long Vowel (ī)	*Mid-Term Assessment*	Long Vowel (ū)	Long Vowel (ū)	Sukūn	Sukūn	Fatḥah Tanwīn	Fatḥah Tanwīn
Memorization	Sūrah al-Māʿūn (review)	*Mid-Term Assessment*	Sūrah an-Naṣr (Āyah 1-2)	Sūrah an-Naṣr (Āyah 3-4 + review previous Āyāt)	Sūrah an-Naṣr (review)	Duʿāʾ al-Ḥujjah (focus on lines 1-3)	Duʿāʾ al-Ḥujjah (focus on lines 4-6 + review previous lines)	Duʿāʾ al-Ḥujjah (review)
Living with the Qurʾān - V.O.L (Verses of Light)	Lesson #11	*Mid-Term Assessment*	Lesson #12	Lesson #12	Lesson #13	Lesson #13	Lesson #14	Lesson #14

Subject	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Qurʾān Reading & Tajwīd	Kasra Tanwīn	Kasra Tanwīn	Ḍammah Tanwīn	Ḍammah Tanwīn	Shaddah	Shaddah	*Review*	*Final Assessment*
Memorization	Short duʿāʾ before & after eating	Long duʿāʾ before eating (line 1)	Long duʿāʾ before eating (line 2-3 + review previous lines)	Long duʿāʾ before eating (line 4 + review previous lines)	Long duʿāʾ before eating (review)	Duʿāʾ after you finish eating	*Review*	*Final Assessment*
Living with the Qurʾān - V.O.L (Verses of Light)	Lesson #15	Lesson #15	Lesson #16	Lesson #16	Lesson #17	Lesson #17	*Review*	*Final Assessment*

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Teachers Guidelines Qurʾān Reading Grade 1

The grade 1 book is divided to the following chapters:

1. **Arabic alphabet review chapters:**

Each chapter starts with a tracing worksheet for students to complete, followed by a practice worksheet. Students who are done with their work can continue doing the extra thawāb and enrichment part or it can be given as homework if there is a lack of time. Students can be asked to do the individual letter tracing if the teacher thinks that they need extra practice for that letter. The keys and locks worksheet is to review the letters of the lesson. The teacher can test the students level with the assessment at the end of the lesson.

2. **Long vowels**
3. **Madd**
4. **Sukūn**
5. **Tanwīn**
6. **Shaddah**
7. **Introduction to Qurʾān recitation, Silent Letters & Waqf.**

Below are a few points not mentioned in the student book, that you might need to explain to your students.

- Hamzatul waṣl always takes a fatḥah when at the beginning of the word and you pronounce it as (أَ)
- Waqf signs appear in the sūrah at the end of the book;
  - Small jīm: you may stop.
  - صلى: it is better to continue.
    * Small ya and small waw are read as long vowels.
    * Small circle on alif: do not pronounce the alif as a long vowel.
    * Iqlāb: when the letter ن comes right before the letter ب we pronounce the ن as a م.

REVIEW

Let's review what you learned last year!

Final	Medial	Initial	Isolated
ـؤ ـئ ـأ	ـئـ	ئـ أ	ء
ـب	ـبـ	بـ	ب
ـت ـة ة	ـتـ	تـ	ت
ـث	ـثـ	ثـ	ث
ـج	ـجـ	جـ	ج
ـح	ـحـ	حـ	ح
ـخ	ـخـ	خـ	خ
ـد	ـد	د	د
ـذ	ـذ	ذ	ذ
ـر	ـر	ر	ر
ـز	ـز	ز	ز
ـس	ـسـ	سـ	س
ـش	ـشـ	شـ	ش
ـص	ـصـ	صـ	ص

Final	Medial	Initial	Isolated
ـض	ـضـ	ضـ	ض
ـط	ـطـ	طـ	ط
ـظ	ـظـ	ظـ	ظ
ـع	ـعـ	عـ	ع
ـغ	ـغـ	غـ	غ
ـف	ـفـ	فـ	ف
ـق	ـقـ	قـ	ق
ـك	ـكـ	كـ	ك
ـل	ـلـ	لـ	ل
ـم	ـمـ	مـ	م
ـن	ـنـ	نـ	ن
ـه	ـهـ	هـ	ه
ـو	ـو	و	و
ـى	ـيـ	يـ	ى

Alphabet Review

ا ب ت ث ج ح خ

د ذ ر ز س ش ص

ض ط ظ ع غ ف ق

ك ل م ن ه و ى

Thin & Thick Letters

(This page is optional depending on the student's level)

Did you know that we have thin and **thick** letters in Arabic?

- When we pronounce the thin letters, we do not use our entire mouth. It is like we are smiling with our mouths closed.
- When we pronounce the **thick** letters, we use our entire mouth. It is like making a big "O" with our mouths.

Let's recite the alphabets according to their thin or **thick** sounds together:

ء ب ت ث ج ح خ

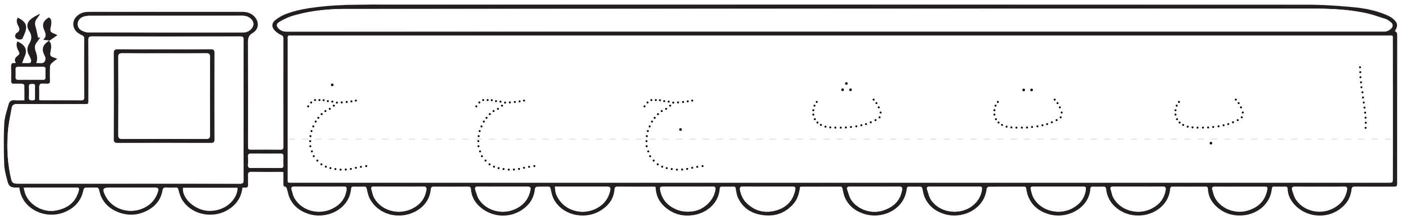
د ذ ر ز س ش ص

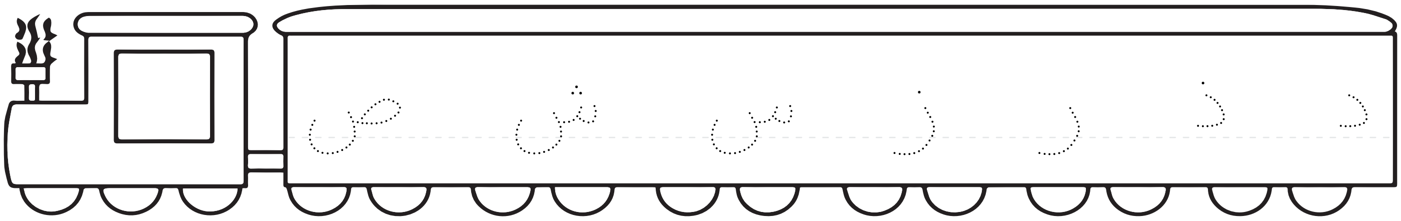
ض ط ظ ع غ ف ق

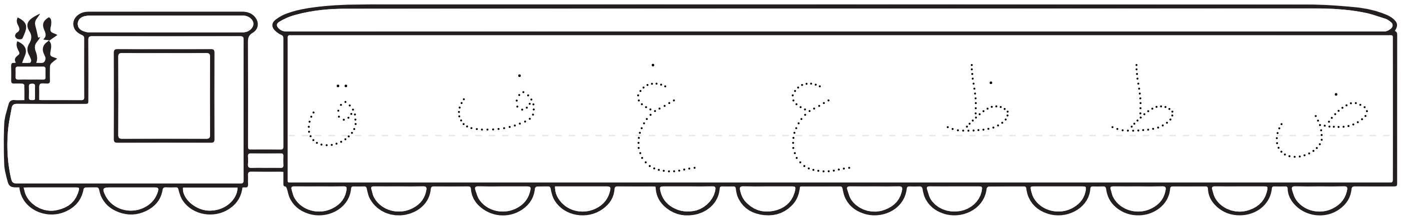
ك ل م ن ه و ى

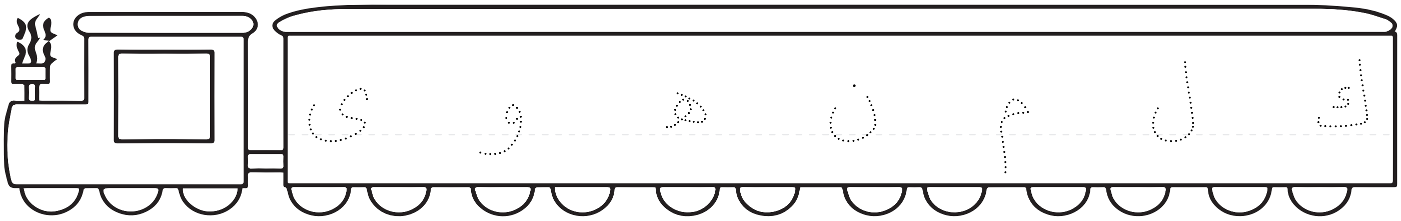
Are you wondering why رَ and لَ are purple? You will find out soon!

Alphabet Review 1



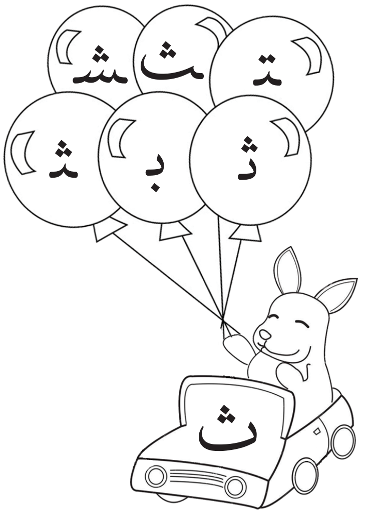






Alphabet Review 2

For each letter on the car, color the balloons that have the forms of the letter.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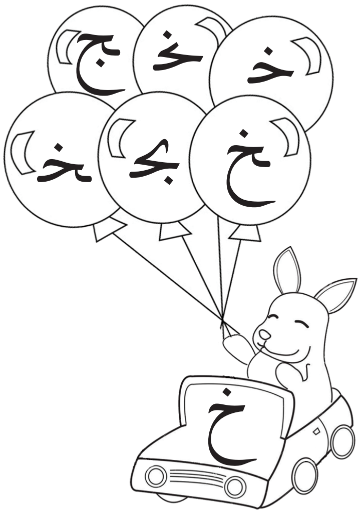
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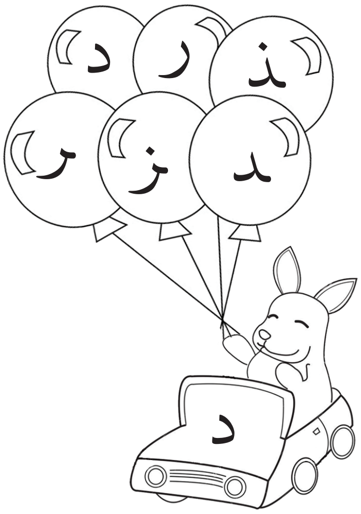

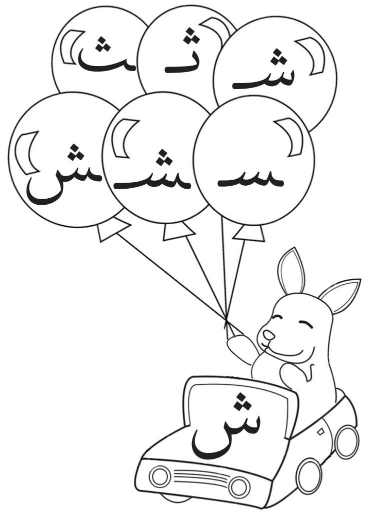
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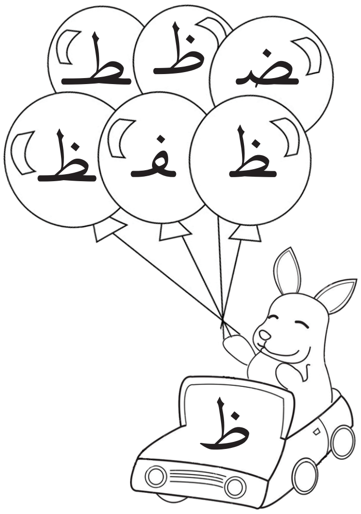
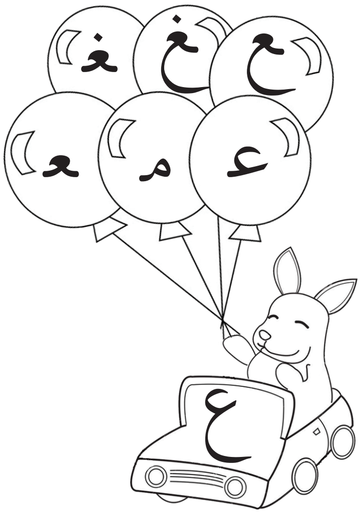
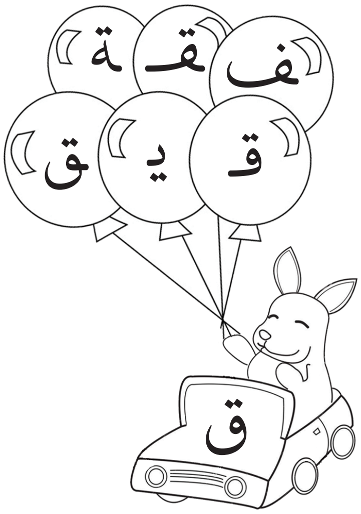
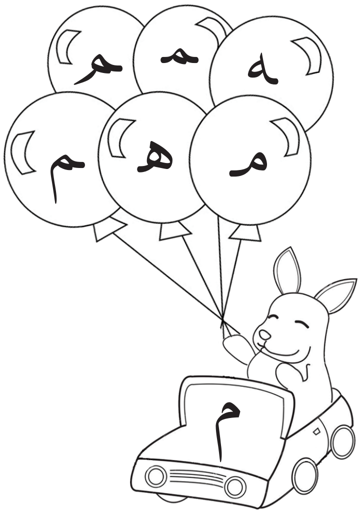
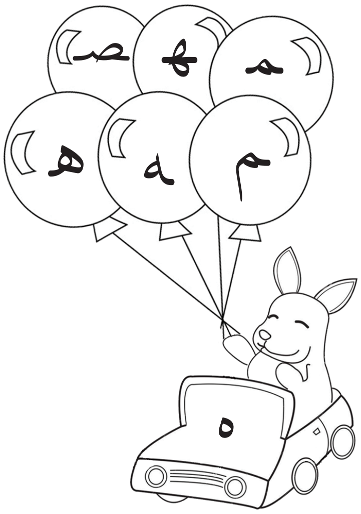

ـطـ
ظ
ضـ
ـظ
ـفـ
ظ
ظ


ـغـ
غ
ع
ـعـ
ـمـ
عـ
ع


ـة
ـقـ
ف
ـق
يـ
قـ
ق


ـم
ـمـ
ه
ـم
ـهـ
مـ
م


ـصـ
ـهـ
ـمـ
هـ
ـه
م
ه

Lesson 1.1 Assessment

Identify all the letters in the row your teacher points to.

1	د	مـ	غ	ـث	حـ
2	ظ	ثـ	قـ	ـر	ضـ
3	و	ـز	ط	ص	يـ
4	خ	ـعـ	أ	م	لـ
5	ذ	ء	ـجـ	ـف	سـ
6	ق	ـث	ش	ـه	عـ
7	ع	ط	ـذ	بـ	إ
8	ى	ک	ل	ن	ـتـ
9	ـك	ـشـ	ـنـ	خـ	ة
10	ق	صـ	م	ـة	ـغـ
11	ـو	ثـ	هـ	ـئـ	تـ
12	ذ	ـهـ	ـلـ	ـب	ظـ
13	ـس	ـفـ	ـيـ	قـ	هـ
14	ح	ـك	إ	ـمـ	ت
15	ـد	ـة	ک	ص	ثـ

Fatḥah

Let's get familiar with the vowel fatḥah! Sing the alphabet with the fatḥah sound.

أَ بَ تَ ثَ جَ حَ خَ

دَ ذَ رَ زَ سَ شَ صَ

ضَ طَ ظَ عَ غَ فَ قَ

كَ لَ مَ نَ هَ وَ ىَ

Kasra

Let's get familiar with the vowel kasra! Sing the alphabet with the kasra sound.

إِ بِ تِ ثِ جِ حِ خِ

دِ ذِ رِ زِ سِ شِ صِ

ضِ طِ ظِ عِ غِ فِ قِ

كِ لِ مِ نِ هِ وِ يِ

Ḍammah

Let's get familiar with the vowel ḍammah! Sing the alphabet with the ḍammah sound.

أُ بُ تُ ثُ جُ حُ خُ

دُ ذُ رُ زُ سُ شُ صُ

ضُ طُ ظُ عُ غُ فُ قُ

كُ لُ مُ نُ هُ وُ ىُ

One Way Connected Letters

All the letters of the Arabic alphabet connect from both sides, the right and the left, except six letters!

These letters are ا د ذ ر ز و

These letters are weak and can only connect from the right side:

ـا ـد ـذ ـر ـز ـو

Let's practice!

Tracing

ا د ذ ر ز و

صِرَاطَ صِرَاطَ صِرَاطَ صِرَاطَ

جَانِبِ جَانِبِ جَانِبِ جَانِبِ

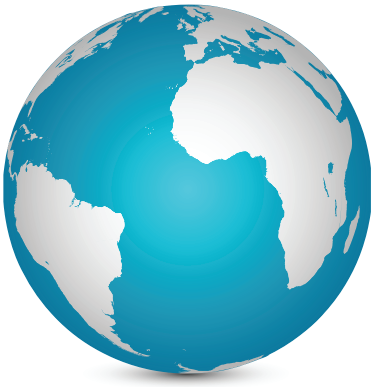
ثَوَابُ ثَوَابُ ثَوَابُ ثَوَابُ

هَذَا هَذَا هَذَا هَذَا

يَدَاهُ يَدَاهُ يَدَاهُ يَدَاهُ

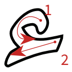
تَزِرُ تَزِرُ تَزِرُ تَزِرُ

Tracing 1.1a



أَرْض

(2:11)



أ ؤ ئـ ـئـ ئ

أَ أُ إِ أُ أَ إِ

ءَ ئُ ءِ ؤَ ئَ ءُ

ـئُ ئِ ـئَ ئَ ـئُـ ـئَ

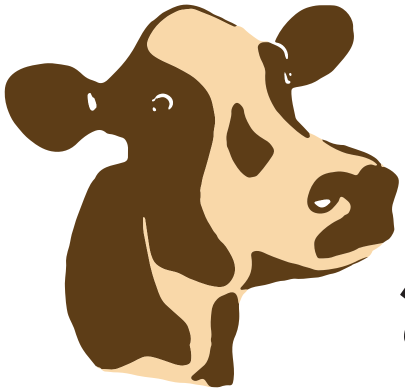
ؤَ ئِ ـئِـ ؤَ ئِ ـئِـ

أَرْض أَرْض أَرْض أَرْض أَرْض

أَرْض أَرْض أَرْض أَرْض أَرْض

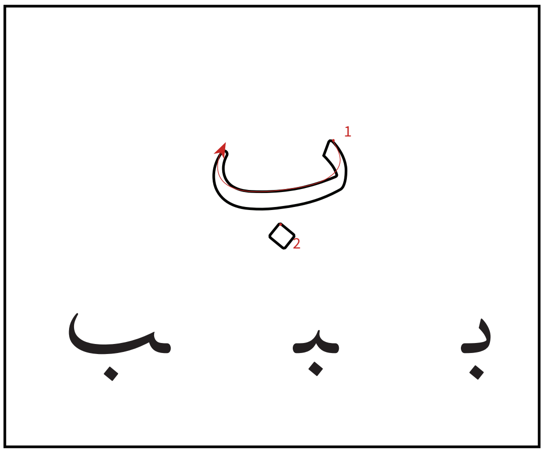
أَرْض أَرْض أَرْض أَرْض أَرْض

Tracing 1.1b



بَقَرَة

(2:68)



بَ بِ بُ بَ بُ

بَـ بُـ بِـ بَـ بُـ

ـبِـ ـبُـ ـبَـ ـبِـ ـبَـ

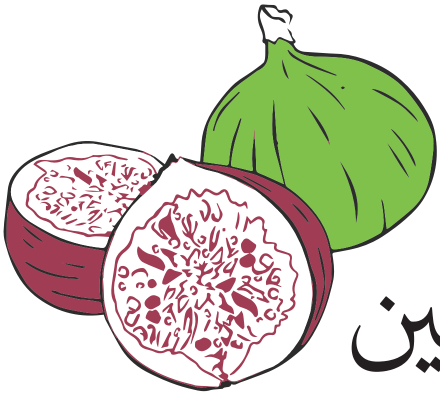
ـبَ ـبُ ـبُ ـبِ ـبَ

بَقَرَة بَقَرَة بَقَرَة بَقَرَة

بَقَرَة بَقَرَة بَقَرَة بَقَرَة

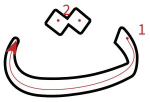
بَقَرَة بَقَرَة بَقَرَة بَقَرَة

Tracing 1.1c



تِين

(95:1)



تـ ـتـ ـت ـة ة

تَ تُ تَ تِ تُ

تِـ تُـ تَـ تُـ تِـ

ـتِـ ـتَـ ـتِـ ـتُـ ـتَـ

ـتِ ـتَ ـتُ ـتَ ـتِ

تِين تِين تِين تِين

تِين تِين تِين تِين

تِين تِين تِين تِين

Tracing 1.1d

ةَ ةُ ةَ ةِ ةُ

صَلَاةِ صَلَاةِ صَلَاةِ صَلَاةِ

مِئَةَ مِئَةَ مِئَةَ مِئَةَ

زَكَاةُ زَكَاةُ زَكَاةُ زَكَاةُ

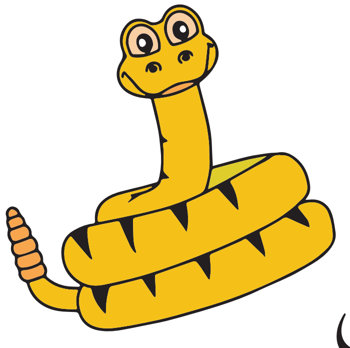
These two forms ة ـة only come at the end of a word. If a word that has this form is at the end of a sentence or if you stop after reading it, you should pronounce ة and ـة as ه.

صَلاة ← صَلاه

زَكَاةِ ← زَكَاه

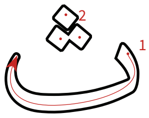
مِئَةَ ← مِئَه

Tracing 1.1e



ثُعْبَان

(7:107)



ثـ ـثـ ـث

ثَ ثُ ثِ ثَ ثِ

ثَـ ثِـ ثُـ ثِـ ثَـ

ـثُـ ـثَـ ـثَـ ـثُـ ـثِـ

ـثَ ـثِ ـثَ ـثُ ـثَ

ثُعْبَان ثُعْبَان ثُعْبَان ثُعْبَان

ثُعْبَان ثُعْبَان ثُعْبَان ثُعْبَان

ثُعْبَان ثُعْبَان ثُعْبَان ثُعْبَان

Tracing 1.1

ا ء ب ت ث

أَ ءُ ءِ ئَ ؤُ إِ

ءَ ئُ إِ ؤَ أُ أَ

بَ بِ بُ بِ بُ بَ

بِ بُ بَ بُ بَ بِ

تَ تِ تُ تَ تِ تُ

تِ تُ تَ تِ تُ تِ

ثَ ثِ ثُ ثَ ثُ ثِ

ثِ ثَ ثَ ثُ ثُ ثِ

Practice 1.1a

Circle the different forms of أ in red, ب in blue, ت in green, and ث in yellow.

قُلۡ أَرَءَيۡتُمۡ إِنۡ أَتَىٰكُمۡ عَذَابُهُۥ بَيَٰتًا أَوۡ نَهَارٗا مَّاذَا يَسۡتَعۡجِلُ مِنۡهُ
ٱلۡمُجۡرِمُونَ (٥٠) أَثُمَّ إِذَا مَا وَقَعَ ءَامَنتُم بِهِۦٓۚ ءَآلۡـَٰٔنَ وَقَدۡ كُنتُم بِهِۦ

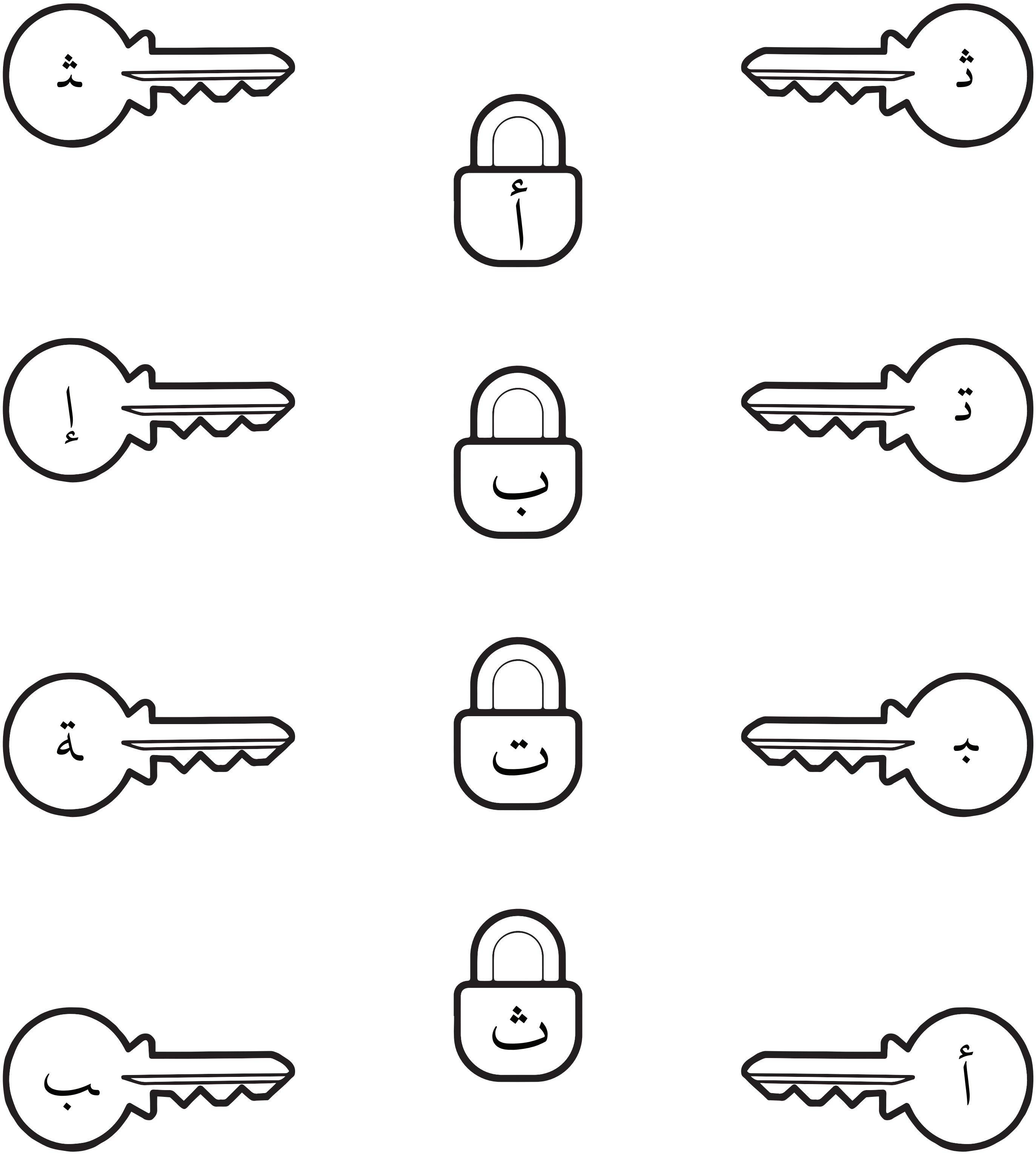
Practice 1.1b

Read the black letters in the Qurʾānic words below.

يَٰٓأَبَتِ	نَبَأَ	نَبَأُ	ٱكۡتَتَبَهَا
خَبُثَ	كُتِبَ	تَبِعَ	كَتَبَ

Review 1.1

Match each lock with the correct keys.



ﺜ
ﺛ
أ
إ
ب
ﺗ
ة
ت
ﺒ
ث
ـب
أ

Extra Thawāb 1.1

Circle the different forms of أ in red, ب in blue, ت in green, and ث in yellow.

بِهِۦ وَٱلۡأَرۡحَامَۚ إِنَّ ٱللَّهَ كَانَ عَلَيۡكُمۡ رَقِيبٗا ① وَءَاتُواْ ٱلۡيَتَٰمَىٰٓ أَمۡوَٰلَهُمۡۖ
وَلَا تَتَبَدَّلُواْ ٱلۡخَبِيثَ بِٱلطَّيِّبِۖ وَلَا تَأۡكُلُوٓاْ أَمۡوَٰلَهُمۡ إِلَىٰٓ أَمۡوَٰلِكُمۡۚ إِنَّهُۥ

Enrichment 1.1

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

يَكۡتُبُ	أَبَدَ	تُنۢبِتُ	لَبِثَ
بِبَنِيٓ	تَبِعَكَ	أَتَذَرُ	ءَأَلِدُ

Lesson 1.1 Assessment

Read all the letters in black below.

ٱلْمُضْغَةَ عِظَٰمًا فَكَسَوْنَا ٱلْعِظَٰمَ لَحْمًا ثُمَّ أَنشَأْنَٰهُ خَلْقًا

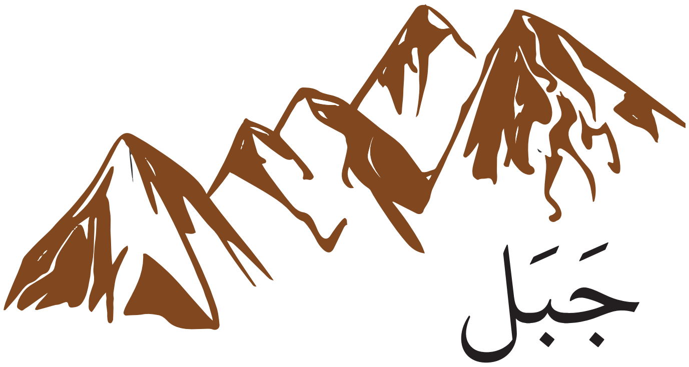
ءَاخَرَ فَتَبَارَكَ ٱللَّهُ أَحْسَنُ ٱلْخَٰلِقِينَ ⑭ ثُمَّ إِنَّكُم بَعْدَ ذَٰلِكَ

لَمَيِّتُونَ ⑮ ثُمَّ إِنَّكُمْ يَوْمَ ٱلْقِيَٰمَةِ تُبْعَثُونَ ⑯ وَلَقَدْ

Read the black letters in these Qurʾānic words.

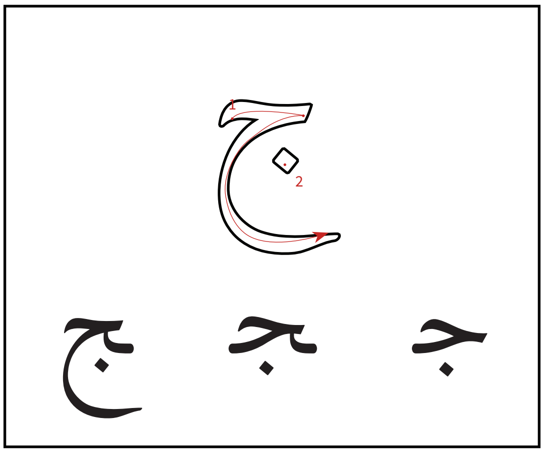
أَبَدًا	يَكْتُبَ	تَبَعًا	أَثَرِ
كُتِبَ	نَّبَإِ	أَبَقَ	أَءِذَا

Tracing 1.2a



جَبَل

(2:260)



جَ جِ جُ جَ جُ

جَـ جُـ جِـ جَـ جُـ

جَبَل جَبَل جَبَل جَبَل

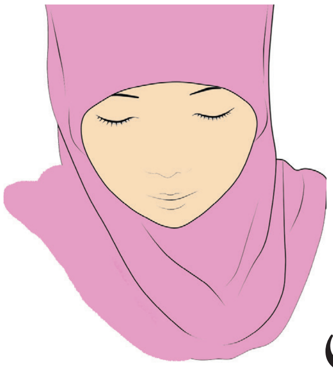
ـجِـ ـجُـ ـجَـ ـجِـ ـجَـ

يُعْجِبُ يُعْجِبُ يُعْجِبُ يُعْجِبُ

ـجَ ـجُ ـجُ ـجِ ـجَ

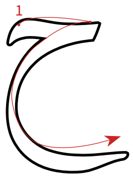
حَجُّ حَجُّ حَجُّ حَجُّ

Tracing 1.2b



حِجَاب

(7:46)



حـ ـحـ ـح

حَ حِ حُ حَ حِ

حَـ حَـ حِـ حَـ حُـ

ـحِـ ـحُـ ـحَـ ـحِـ ـحَـ

ـحِ ـحُ ـحُ ـحِ ـحَ

حِجَاب حِجَاب حِجَاب حِجَاب

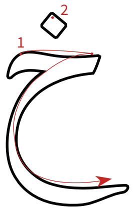
حِجَاب حِجَاب حِجَاب حِجَاب

حِجَاب حِجَاب حِجَاب حِجَاب

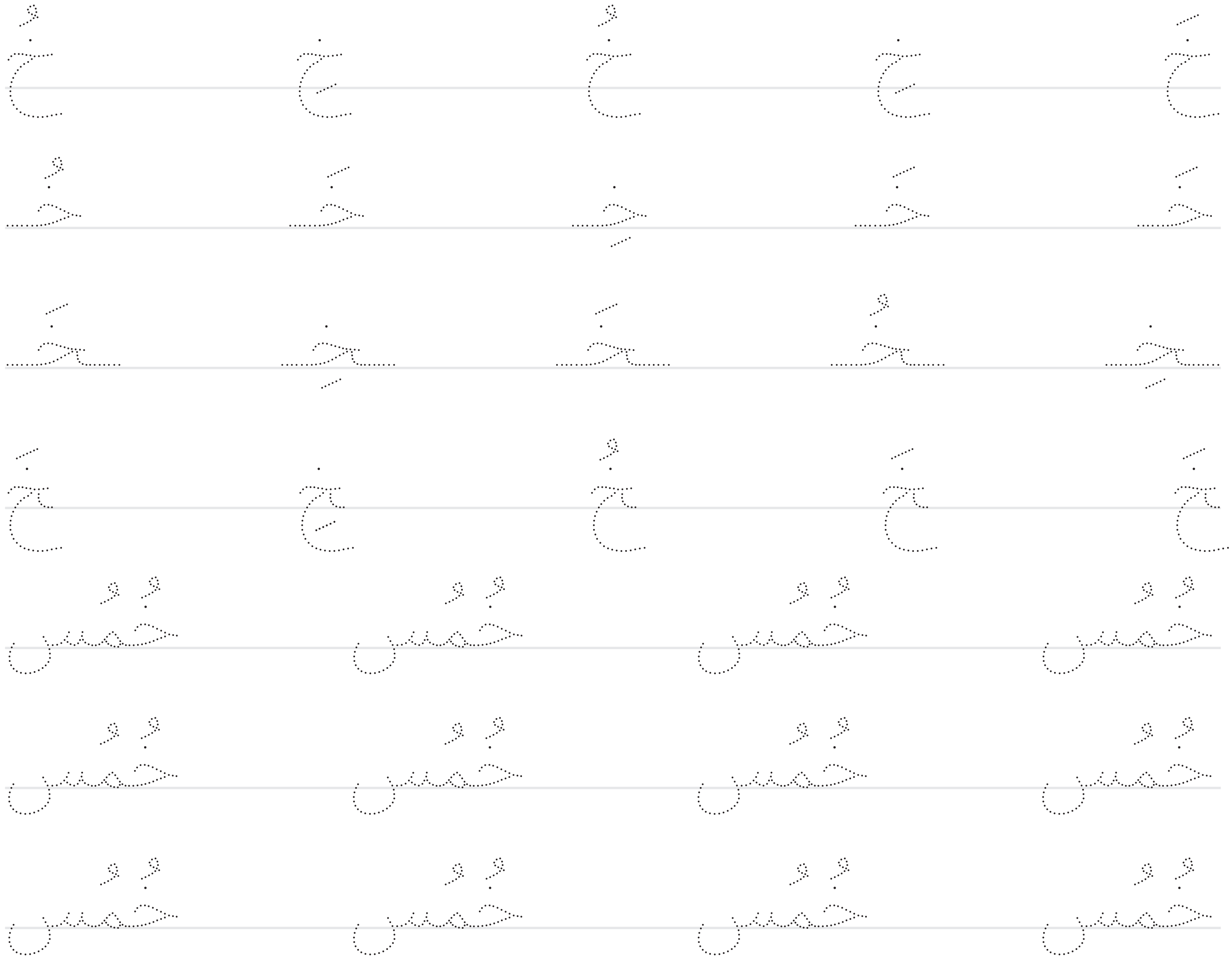
Tracing 1.2c

خُمُس

(8:41)

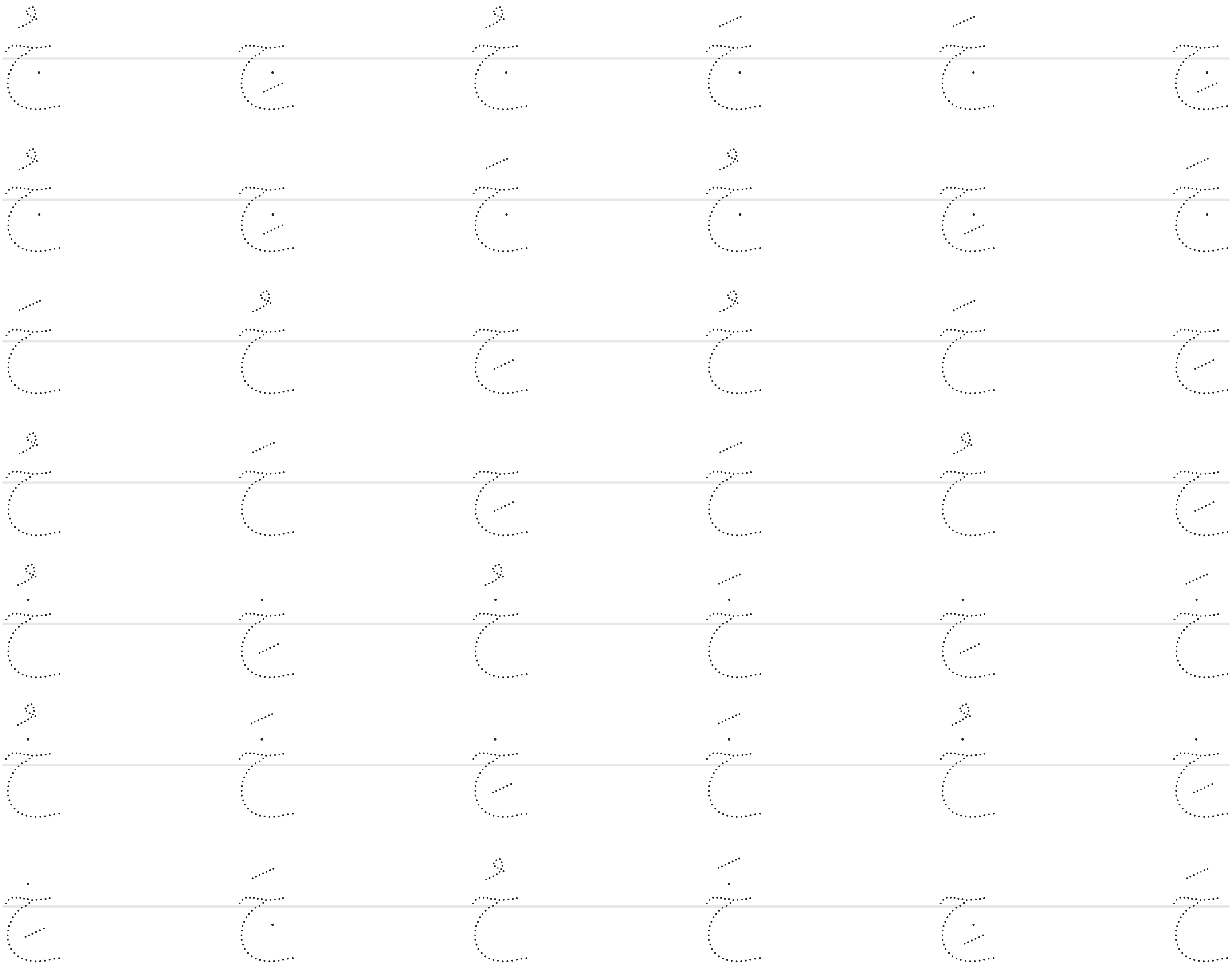


خـ ـخـ خ



Tracing 1.2

ج ح خ



Practice 1.2a

Circle the different forms of ج in red, ح in blue, and خ in green.

عَذۡبٞ فُرَاتٞ وَهَٰذَا مِلۡحٌ أُجَاجٞ وَجَعَلَ بَيۡنَهُمَا بَرۡزَخٗا
وَحِجۡرٗا مَّحۡجُورٗا ٥٣ وَهُوَ ٱلَّذِى خَلَقَ مِنَ ٱلۡمَآءِ بَشَرٗا فَجَعَلَهُۥ

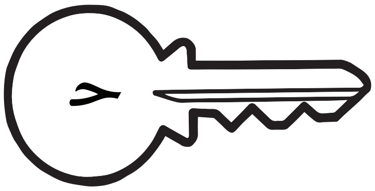
Practice 1.2b

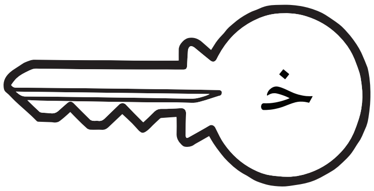
Read the black letters in the Qurʾānic words below.

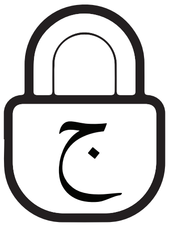
بِخَبَرٍ	فُتِحَتِ	خَبُثَ	أَجَلٍ
ٱلۡأَخِ	فَتَحَ	ٱلۡحَجَرَ	حَبِطَ

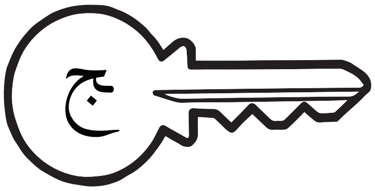
Lesson 1.2 Review

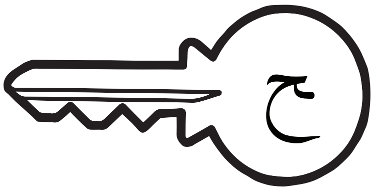
Match each lock with the correct keys.

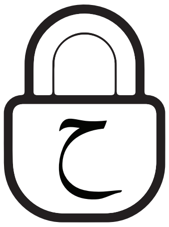


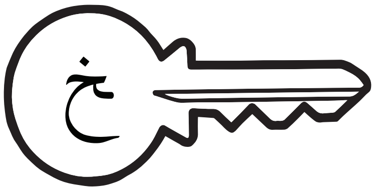


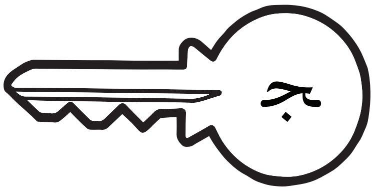


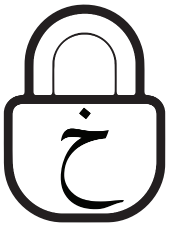


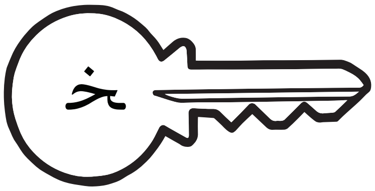


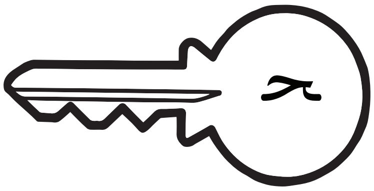












Extra Thawāb 1.2

Circle the different forms of ج in red, ح in blue, and خ in green.

وَعَشِيًّا وَحِينَ تُظْهِرُونَ ١٨ يُخْرِجُ ٱلْحَىَّ مِنَ ٱلْمَيِّتِ وَيُخْرِجُ
ٱلْمَيِّتَ مِنَ ٱلْحَىِّ وَيُحْىِ ٱلْأَرْضَ بَعْدَ مَوْتِهَا ۚ وَكَذَٰلِكَ تُخْرَجُونَ

Enrichment 1.2

Read aloud the letters in black, in these Qurʾānic words. Then, choose one word, and practice writing it on the dotted line below.

يُعْجِبُ	جَحَدُوا۟	يُصْبِحَ	ٱلْحُجُرَٰتِ
أُخِذَ	خَتَمَ	أَحَدٌ	بَخِلُوا۟

Lesson 1.2 Assessment

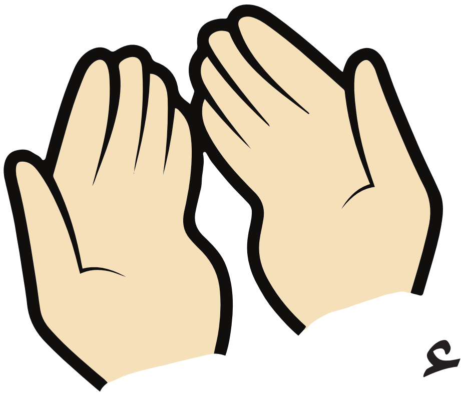
Identify all the letters in black below.

ٱلَّذِينَ ءَامَنُوا۟ وَعَمِلُوا۟ ٱلصَّـٰلِحَـٰتِ مِنَ ٱلظُّلُمَـٰتِ إِلَى ٱلنُّورِ ۚ وَمَن يُؤْمِنۢ
بِٱللَّهِ وَيَعْمَلْ صَـٰلِحًا يُدْخِلْهُ جَنَّـٰتٍ تَجْرِى مِن تَحْتِهَا ٱلْأَنْهَـٰرُ خَـٰلِدِينَ
فِيهَآ أَبَدًا ۖ قَدْ أَحْسَنَ ٱللَّهُ لَهُۥ رِزْقًا ⑪ ٱللَّهُ ٱلَّذِى خَلَقَ سَبْعَ سَمَـٰوَٰتٍ

Read the black letters in these Qurʾānic words.

أَحَسِبَ	أَجَلِ	بَخِلَ	أُخَرَ
أَعْجَبَكَ	تَجِدَ	ذُبِحَ	مَفَاتِحُ

Tracing 1.3a



دُعَاء

(13:14)

د

د ـد ـد

دَ دُ دُ دِ دُ

دَ دُ دِ دَ دُ

ـدِ ـدِ ـدُ ـدِ ـدَ

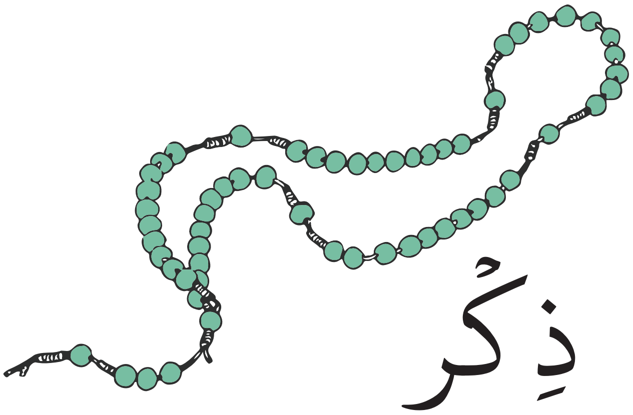
ـدِ ـدُ ـدَ ـدِ ـدُ

دُعَاء دُعَاء دُعَاء دُعَاء

دُعَاء دُعَاء دُعَاء دُعَاء

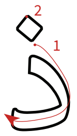
دُعَاء دُعَاء دُعَاء دُعَاء

Tracing 1.3b



ذِكْر

(7:63)



ذ ـذ ـذ

ذَ ذِ ذُ ذُ ذَ

ذَ ذُ ذَ ذِ ذَ

ـذِ ـذُ ـذَ ـذِ ـذَ

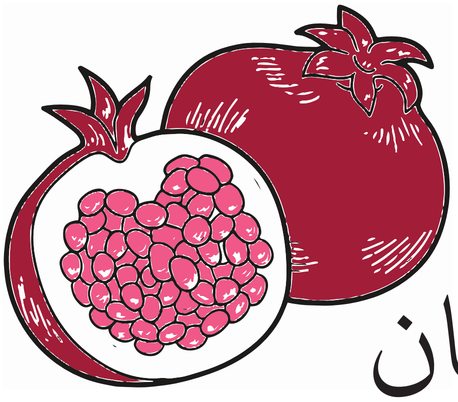
ـذَ ـذُ ـذُ ـذِ ـذَ

ذِكْر ذِكْر ذِكْر ذِكْر

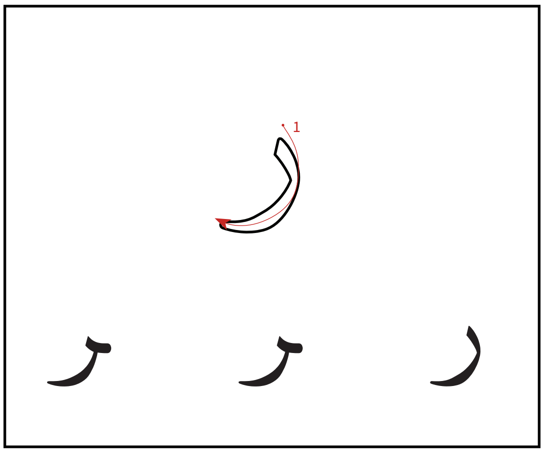
ذِكْر ذِكْر ذِكْر ذِكْر

ذِكْر ذِكْر ذِكْر ذِكْر

Tracing 1.3c



رُمَّان



(55:68)

رَ رِ رِ رَ رُ

رَ رَ رِ رُ رُ

ـرَ ـرُ ـرِ ـرِ ـرُ

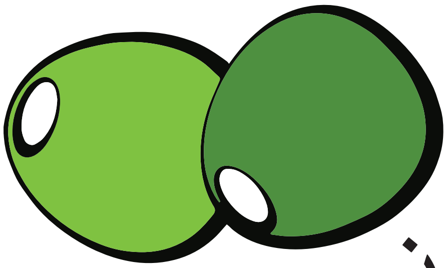
ـرُ ـرَ ـرُ ـرِ ـرِ

رُمَّان رُمَّان رُمَّان رُمَّان

رُمَّان رُمَّان رُمَّان رُمَّان

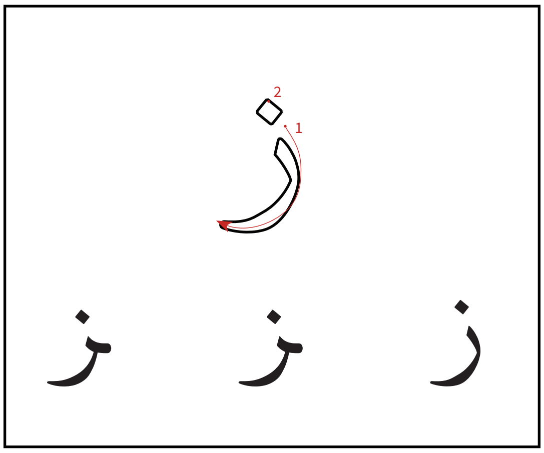
رُمَّان رُمَّان رُمَّان رُمَّان

Tracing 1.3d



زَيْتُون

(6:99)



زُ زِ زُ زِ زَ

زَ زِ زُ زَ زُ

زِ زِ زَ زُ زَ

زُ زُ زَ زِ زَ

زَيْتُون زَيْتُون زَيْتُون زَيْتُون

زَيْتُون زَيْتُون زَيْتُون زَيْتُون

زَيْتُون زَيْتُون زَيْتُون زَيْتُون

Tracing 1.3

ز ر ذ د

دَ دِ دُ دُ دِ دَ

ذُ ذِ ذَ ذِ ذَ ذُ

رَ رُ رِ رَ رُ رِ

زِ زَ زَ زِ زُ زُ

دَ ذِ دُ دِ ذَ ذُ

رِ رَ زَ رُ زُ زِ

رَ ذُ زِ ذَ دِ زَ

Practice 1.3a

Circle the different forms of د in red, ذ in blue, ر in green, and ز in yellow.

ٱلْحَمِيدُ (١٥) إِن يَشَأْ يُذْهِبْكُمْ وَيَأْتِ بِخَلْقٍ جَدِيدٍ (١٦)

وَمَا ذَٰلِكَ عَلَى ٱللَّهِ بِعَزِيزٍ (١٧) وَلَا تَزِرُ وَازِرَةٌ وِزْرَ أُخْرَىٰ ۚ وَإِن

Practice 1.3b

Read the black letters in the Qurʾānic words below.

إِلَى ٱلَّذِينَ خَرَجُوا۟ مِن دِيَٰرِهِمْ وَهُمْ أُلُوفٌ حَذَرَ ٱلْمَوْتِ

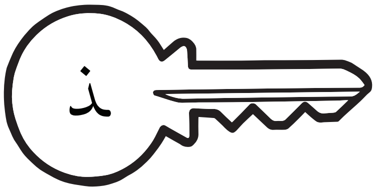
ٱلْأَوَّلِينَ ۚ فَلَن تَجِدَ لِسُنَّتِ ٱللَّهِ تَبْدِيلًا ۖ وَلَن تَجِدَ لِسُنَّتِ ٱللَّهِ تَحْوِيلًا

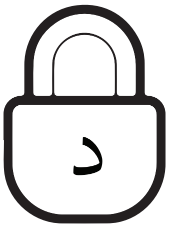
وَجَعَلُوا۟ لِلَّهِ مِمَّا ذَرَأَ مِنَ ٱلْحَرْثِ وَٱلْأَنْعَٰمِ نَصِيبًا

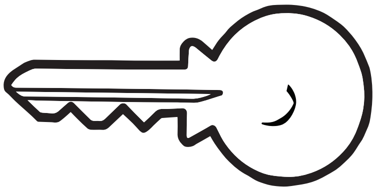
دُبُرَهُۥٓ إِلَّا مُتَحَرِّفًا لِّقِتَالٍ أَوْ مُتَحَيِّزًا إِلَىٰ فِئَةٍ فَقَدْ بَآءَ

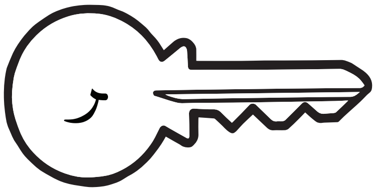
Lesson 1.3 Review

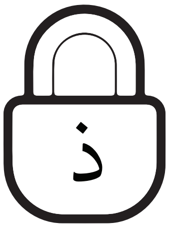
Match each lock with the correct keys.

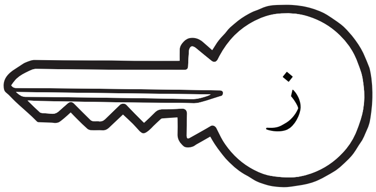


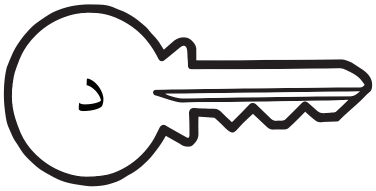


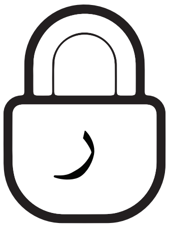


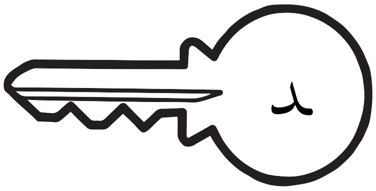


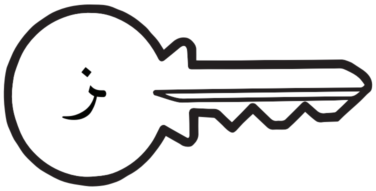


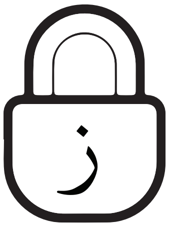


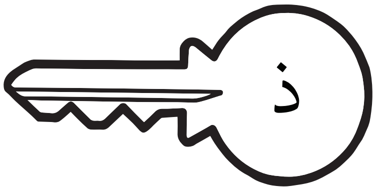












Extra Thawāb 1.3

Circle the different forms of د in red, ذ in blue, ر in green, and ز in yellow.

ٱلْعَزِيزِ ٱلْحَمِيدِ (٦) وَقَالَ ٱلَّذِينَ كَفَرُوا۟ هَلْ نَدُلُّكُمْ عَلَىٰ رَجُلٍ
يُنَبِّئُكُمْ إِذَا مُزِّقْتُمْ كُلَّ مُمَزَّقٍ إِنَّكُمْ لَفِى خَلْقٍ جَدِيدٍ (٧)

Enrichment 1.3

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

أَتَذَرُ	عَدَدَ	أُخِذَ	حَزَنًا
دَخَلَ	لَبَرَزَ	أَثَرِ	تَزِدِ

Lesson 1.3 Assessment

Read all the letters in black below.

مِنكُم مَّرِيضًا أَوْ عَلَىٰ سَفَرٍ فَعِدَّةٌ مِّنْ أَيَّامٍ أُخَرَ ۚ وَعَلَى

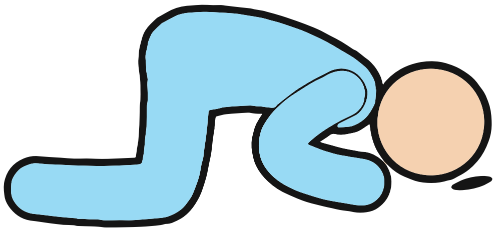
وَدُّوا۟ مَا عَنِتُّمْ قَدْ بَدَتِ ٱلْبَغْضَآءُ مِنْ أَفْوَٰهِهِمْ وَمَا تُخْفِى

ٱلسَّبُعُ إِلَّا مَا ذَكَّيْتُمْ وَمَا ذُبِحَ عَلَى ٱلنُّصُبِ وَأَن تَسْتَقْسِمُوا۟

فِى قُلُوبِكُمْ خَيْرًا يُؤْتِكُمْ خَيْرًا مِّمَّآ أُخِذَ مِنكُمْ وَيَغْفِرْ لَكُمْ ۚ

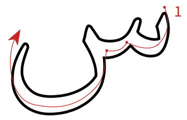
عَلَيْهَا ۚ وَلَا تَزِرُ وَازِرَةٌ وِزْرَ أُخْرَىٰ ۗ وَمَا كُنَّا مُعَذِّبِينَ حَتَّىٰ نَبْعَثَ

Tracing 1.4a



سُجُود

(2:125)



سـ ـسـ ـس

سَ سَ سُ سِ سُ

سَـ سَـ سِـ سُـ سُـ

ـسَـ ـسَـ ـسُـ ـسِـ ـسِـ

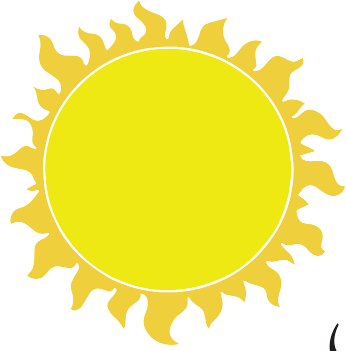
ـسَ ـسُ ـسَ ـسِ ـسُ

سُجُود سُجُود سُجُود سُجُود

سُجُود سُجُود سُجُود سُجُود

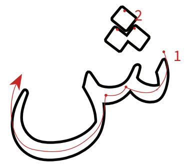
سُجُود سُجُود سُجُود سُجُود

Tracing 1.4b



شَمْس

(75:9)



شـ ـشـ ـش

شَ شِ شِ شَ شُ

شُـ شُـ شِـ شِـ شُـ

ـشِـ ـشُـ ـشِـ ـشَـ ـشَـ

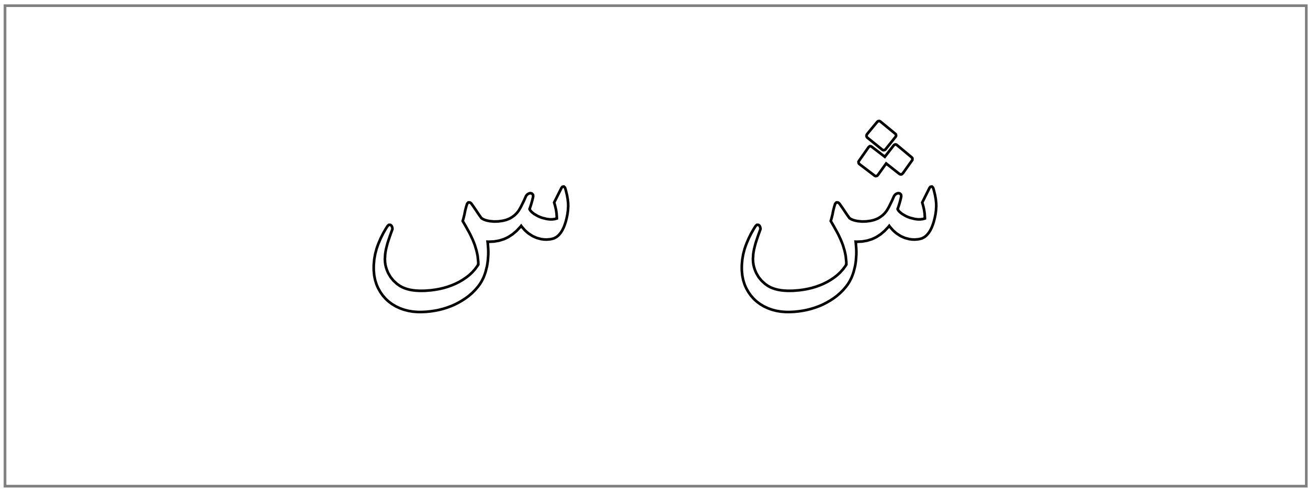
ـشُ ـشَ ـشُ ـشِ ـشِ

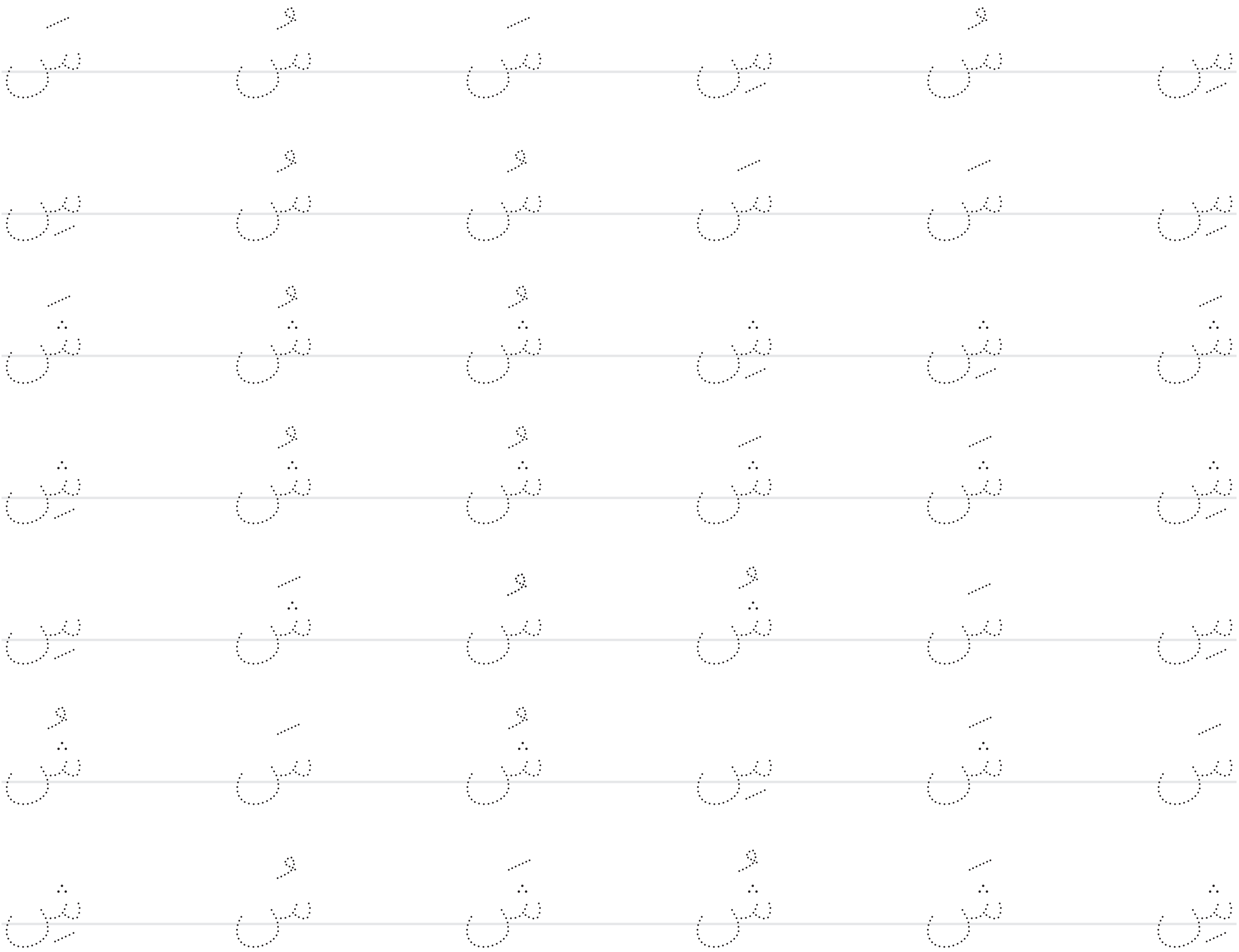
شَمْس شَمْس شَمْس شَمْس

شَمْس شَمْس شَمْس شَمْس

شَمْس شَمْس شَمْس شَمْس

Tracing 1.4





Practice 1.4a

Circle the different forms of س in red and ش in blue.

عَسَى ٱللَّهُ أَن يَكُفَّ بَأْسَ ٱلَّذِينَ كَفَرُوا۟ ۚ وَٱللَّهُ أَشَدُّ بَأْسًا
وَأَشَدُّ تَنكِيلًا ٨٤ مَّن يَشْفَعْ شَفَٰعَةً حَسَنَةً يَكُن لَّهُۥ

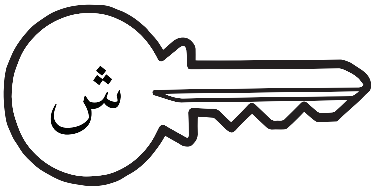
Practice 1.4b

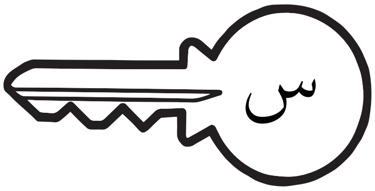
Read the black letters in the Qurʾānic words below.

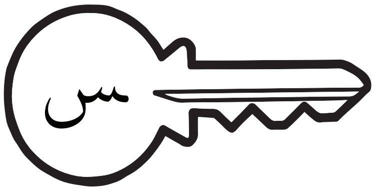
إِنَّهُۥ هُوَ ٱلْعَزِيزُ ٱلرَّحِيمُ ٤٢ إِنَّ شَجَرَتَ ٱلزَّقُّومِ ٤٣ طَعَامُ
بِنَهَرٍ فَمَن شَرِبَ مِنْهُ فَلَيْسَ مِنِّى وَمَن لَّمْ يَطْعَمْهُ
حَتَّىٰ يُحَكِّمُوكَ فِيمَا شَجَرَ بَيْنَهُمْ ثُمَّ لَا يَجِدُوا۟ فِىٓ
فَيَسْخَرُونَ مِنْهُمْ سَخِرَ ٱللَّهُ مِنْهُمْ وَلَهُمْ عَذَابٌ أَلِيمٌ ٧٩

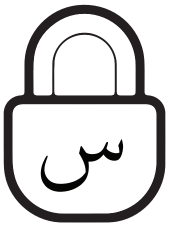
Lesson 1.4 Review

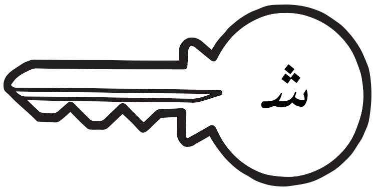
Match each lock with the correct keys.

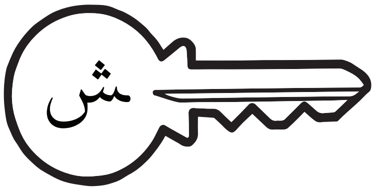


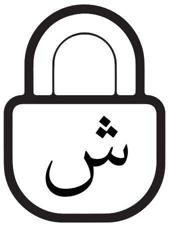


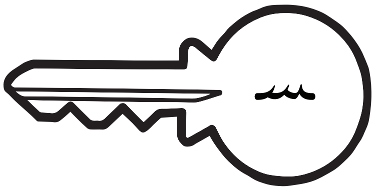


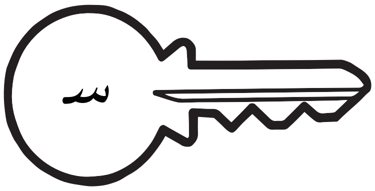


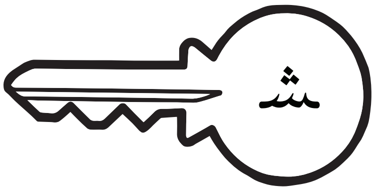












Extra Thawāb 1.4

Circle the different forms of س in red and ش in blue.

(٢٢) ثُمَّ أَدْبَرَ وَٱسْتَكْبَرَ (٢٣) فَقَالَ إِنْ هَٰذَآ إِلَّا سِحْرٌ يُؤْثَرُ (٢٤) إِنْ هَٰذَآ
إِلَّا قَوْلُ ٱلْبَشَرِ (٢٥) سَأُصْلِيهِ سَقَرَ (٢٦) وَمَآ أَدْرَىٰكَ مَا سَقَرُ (٢٧)

Enrichment 1.4

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

عَشَرَةِ	فَسَجَدَ	سَتَجِدُنِي	بَسَرَ
ٱكْتَسَبَ	ٱلْبَشَرِ	شَرَحَ	شَجَرَت

Lesson 1.4 Assessment

Read all the letters in black below.

دُونِ ٱللَّهِ فَقَدْ خَسِرَ خُسْرَانًا مُّبِينًا (١١٩) يَعِدُهُمْ

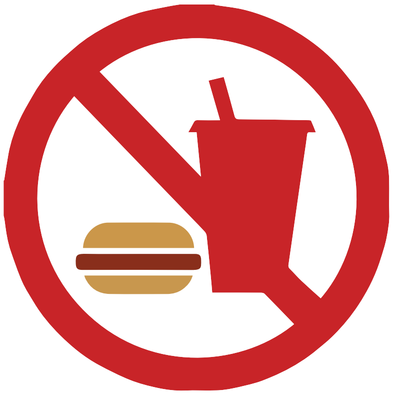
ٱلشَّيْطَٰنُ قَالَ يَٰٓـَٔادَمُ هَلْ أَدُلُّكَ عَلَىٰ شَجَرَةِ ٱلْخُلْدِ وَمُلْكٍ

صَدَقُوا۟ وَلَيَعْلَمَنَّ ٱلْكَٰذِبِينَ (٣) أَمْ حَسِبَ ٱلَّذِينَ يَعْمَلُونَ

لِمِثْلِ هَٰذَا فَلْيَعْمَلِ ٱلْعَٰمِلُونَ (٦١) أَذَٰلِكَ خَيْرٌ نُّزُلًا أَمْ شَجَرَةُ

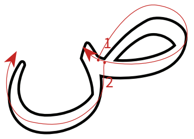
وَكَرِهُوا۟ رِضْوَٰنَهُۥ فَأَحْبَطَ أَعْمَٰلَهُمْ (٢٨) أَمْ حَسِبَ

Tracing 1.5a



صَوْم

(19:26)



صـ ـصـ ص

صِ صِ صُ صَ صُ

صَـ صُـ صِـ صُـ صُـ

ـصِـ ـصَـ ـصَـ ـصِـ ـصَـ

صَ صَ صُ صُ صَ

صَوْم صَوْم صَوْم صَوْم

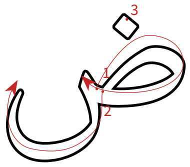
صَوْم صَوْم صَوْم صَوْم

صَوْم صَوْم صَوْم صَوْم

Tracing 1.5b

ضُحَى

(7:98)



ضـ ـضـ ـض

Tracing 1.5

ض ص

صَ صِ صِ صُ صُ صَ

صِ صَ صُ صِ صُ صَ

ضِ ضُ ضِ ضِ ضُ ضُ

ضِ ضُ ضُ ضَ ضَ ضِ

صِ صَ ضَ صِ ضَ صُ

صِ ضَ صِ ضَ صَ ضَ

ضِ ضَ ضُ ضَ صَ ضِ

Practice 1.5a

Circle the different forms of ص in red and ض in blue.

وَلَا تَتَمَنَّوۡاْ مَا فَضَّلَ ٱللَّهُ بِهِۦ بَعۡضَكُمۡ عَلَىٰ بَعۡضٖۚ لِّلرِّجَالِ
نَصِيبٞ مِّمَّا ٱكۡتَسَبُواْۖ وَلِلنِّسَآءِ نَصِيبٞ مِّمَّا ٱكۡتَسَبۡنَۚ

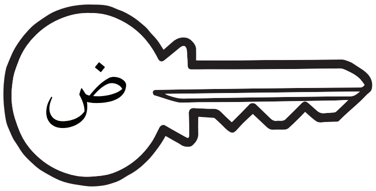
Practice 1.5b

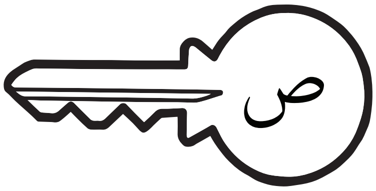
Read the black letters in the Qurʾānic words below.

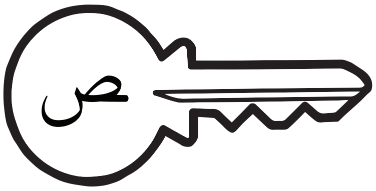
إِلَّا وَأَنتُم مُّسۡلِمُونَ (١٣٢) أَمۡ كُنتُمۡ شُهَدَآءَ إِذۡ حَضَرَ يَعۡقُوبَ
فِيهَا سَلَٰمٌ (٢٣) أَلَمۡ تَرَ كَيۡفَ ضَرَبَ ٱللَّهُ مَثَلٗا كَلِمَةٗ طَيِّبَةٖ
حَصَبُ جَهَنَّمَ أَنتُمۡ لَهَا وَٰرِدُونَ (٩٨) لَوۡ كَانَ
لَهُمۡ عَذَابٌ أَلِيمٞ (٤٢) وَلَمَن صَبَرَ وَغَفَرَ إِنَّ ذَٰلِكَ لَمِنۡ عَزۡمِ

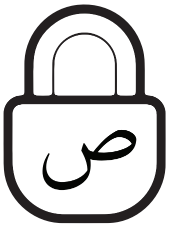
Lesson 1.5 Review

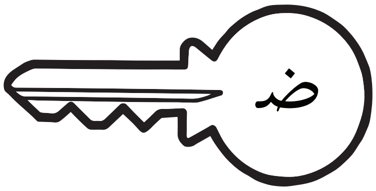
Match each lock with the correct keys.

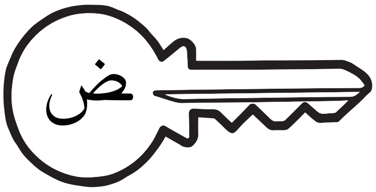


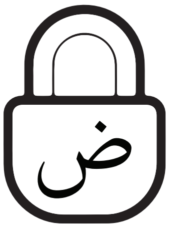


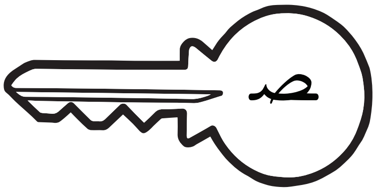


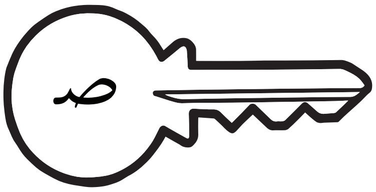


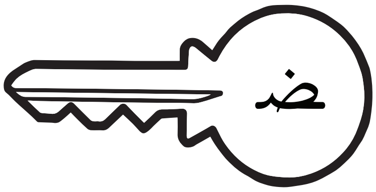












Extra Thawāb 1.5

Circle the different forms of ص in red and ض in blue.

وَإِنِ ٱمْرَأَةٌ خَافَتْ مِنۢ بَعْلِهَا نُشُوزًا أَوْ إِعْرَاضًا فَلَا جُنَاحَ
عَلَيْهِمَآ أَن يُصْلِحَا بَيْنَهُمَا صُلْحًا ۚ وَٱلصُّلْحُ خَيْرٌ ۗ

Enrichment 1.5

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

حَصِرَتْ	ضُرِبَ	لَٱنتَصَرَ	بِصَدَقَةٍ
أُحْضِرَتِ	مُّقْتَصِدَةٌ	فَبَصُرُكَ	ضَرَبَ

Lesson 1.5 Assessment

Read all the letters in black below.

فَٱلْتَمِسُوا۟ نُورًا ۖ فَضُرِبَ بَيْنَهُم بِسُورٍ لَّهُۥ بَابٌۢ بَاطِنُهُۥ فِيهِ ٱلرَّحْمَةُ

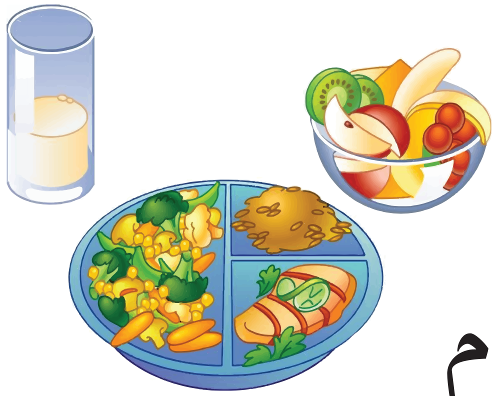
وَأَصْلَحَ فَأَجْرُهُۥ عَلَى ٱللَّهِ ۚ إِنَّهُۥ لَا يُحِبُّ ٱلظَّٰلِمِينَ (٤٠) وَلَمَنِ ٱنتَصَرَ

بَلْ أَكْثَرُهُمْ لَا يَعْلَمُونَ (٧٥) وَضَرَبَ ٱللَّهُ مَثَلًا رَّجُلَيْنِ

ٱلْبَصَرِ أَوْ هُوَ أَقْرَبُ ۚ إِنَّ ٱللَّهَ عَلَىٰ كُلِّ شَىْءٍ قَدِيرٌ (٧٧)

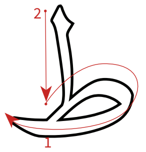
حَاضِرَةَ ٱلْبَحْرِ إِذْ يَعْدُونَ فِى ٱلسَّبْتِ إِذْ تَأْتِيهِمْ

Tracing 1.6a



طَعَام

(2:184)



ط ط ط

طِ طِ طَ طَ طِ

ـطَ ـطَ ـطِ ـطُ ـطَ

ـطِـ ـطَـ ـطُـ ـطِـ ـطُـ

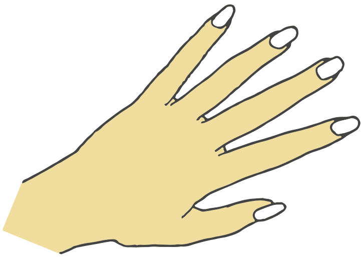
طِـ طَـ طُـ طِـ طَـ

طَعَام طَعَام طَعَام طَعَام

طَعَام طَعَام طَعَام طَعَام

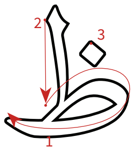
طَعَام طَعَام طَعَام طَعَام

Tracing 1.6b



ظُفُر

(6:146)



ظ ظ ظ

ظَ ظِ ظُ ظِ ظُ

ظَـ ظِـ ظِـ ظُـ ظَـ

ـظَـ ـظَـ ـظُـ ـظِـ ـظِـ

ـظِ ـظَ ـظِ ـظُ ـظَ

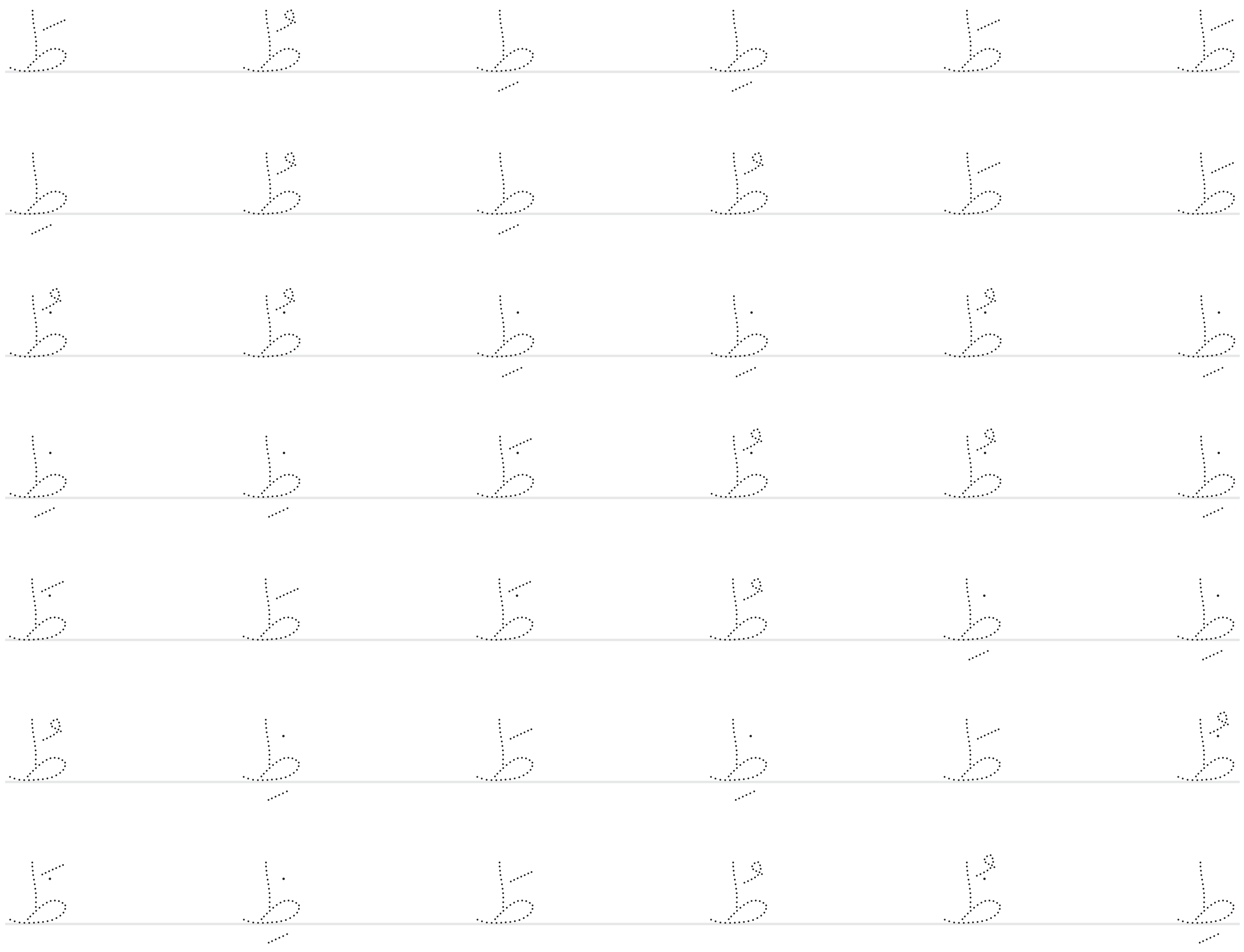
ظُفُر ظُفُر ظُفُر ظُفُر

ظُفُر ظُفُر ظُفُر ظُفُر

ظُفُر ظُفُر ظُفُر ظُفُر

Tracing 1.6

ط ظ



Practice 1.6a

Circle the different forms of ط in red and ظ in blue.

هُمُ ٱلظَّٰلِمُونَ ٢٢٩ فَإِن طَلَّقَهَا فَلَا تَحِلُّ لَهُۥ مِنۢ بَعۡدُ حَتَّىٰ تَنكِحَ زَوۡجًا
غَيۡرَهُۥۗ فَإِن طَلَّقَهَا فَلَا جُنَاحَ عَلَيۡهِمَآ أَن يَتَرَاجَعَآ إِن ظَنَّآ أَن

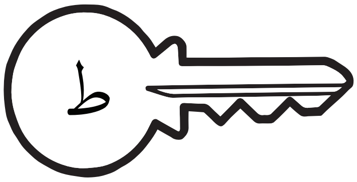
Practice 1.6b

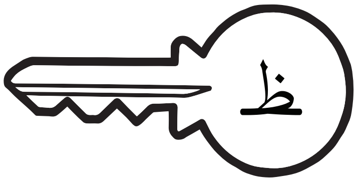
Read the black letters in the Qurʾānic words below.

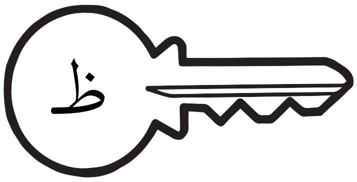
ٱلنَّارُۖ وَحَبِطَ مَا صَنَعُواْ فِيهَا وَبَٰطِلٞ مَّا كَانُواْ يَعۡمَلُونَ ١٦
أَنفُسُهُمۡ أَن سَخِطَ ٱللَّهُ عَلَيۡهِمۡ وَفِي ٱلۡعَذَابِ هُمۡ
قَضَىٰ نَحۡبَهُۥ وَمِنۡهُم مَّن يَنتَظِرُۖ وَمَا بَدَّلُواْ تَبۡدِيلٗا ٢٣ لِّيَجۡزِيَ
شَدِيدٌ ٢٦ ۞ وَلَوۡ بَسَطَ ٱللَّهُ ٱلرِّزۡقَ لِعِبَادِهِۦ لَبَغَوۡاْ فِي ٱلۡأَرۡضِ

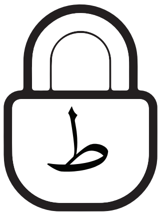
Lesson 1.6 Review

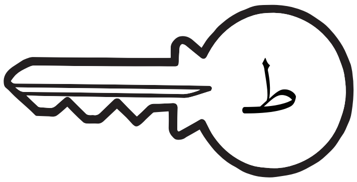
Match each lock with the correct keys.

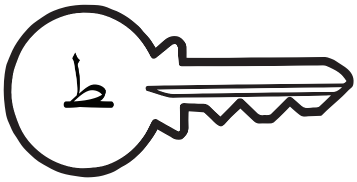


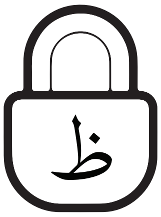


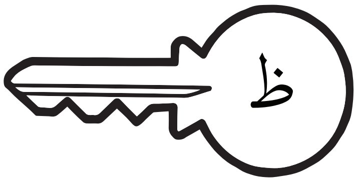


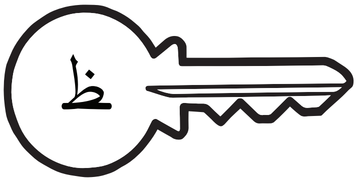


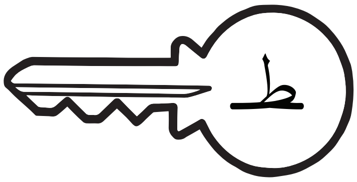












Extra Thawāb 1.6

Circle the different forms of ط in red and ظ in blue.

بِأَنفُسِهِمۡ عَن نَّفۡسِهِۦۚ ذَٰلِكَ بِأَنَّهُمۡ لَا يُصِيبُهُمۡ ظَمَأٞ
وَلَا نَصَبٞ وَلَا مَخۡمَصَةٞ فِي سَبِيلِ ٱللَّهِ وَلَا يَطَـُٔونَ مَوۡطِئٗا

Enrichment 1.6

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

أَقۡسَطُ	ٱلۡحَطَبِ	ٱلۡمُحۡتَظِرِ	ٱلۡمُقَنطَرَةِ
نَاظِرَةٞ	بِٱلۡخَاطِئَةِ	يَنتَظِرُ	حَبِطَ

Lesson 1.6 Assessment

Read all the letters in black below.

أُولَٰٓئِكَ لَا خَلَٰقَ لَهُمْ فِى ٱلْءَاخِرَةِ وَلَا يُكَلِّمُهُمُ ٱللَّهُ وَلَا يَنظُرُ

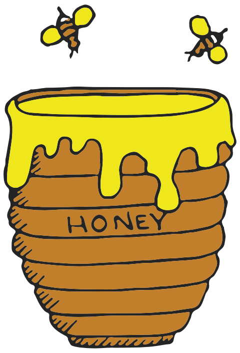
(٧٨) إِنِّى وَجَّهْتُ وَجْهِىَ لِلَّذِى فَطَرَ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضَ

لَبَعَثْنَا فِى كُلِّ قَرْيَةٍ نَّذِيرًا (٥١) فَلَا تُطِعِ ٱلْكَٰفِرِينَ وَجَٰهِدْهُم

مِن كُلِّ جَانِبٍ (٨) دُحُورًا ۖ وَلَهُمْ عَذَابٌ وَاصِبٌ (٩) إِلَّا مَنْ خَطِفَ

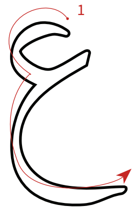
يَنظُرُونَ إِلَيْكَ نَظَرَ ٱلْمَغْشِىِّ عَلَيْهِ مِنَ ٱلْمَوْتِ ۖ فَأَوْلَىٰ لَهُمْ

Tracing 1.7a



عَسَل

(47:15)



عـ ـعـ ـع

ع عَ عُ عَ عُ

عَـ عَـ عِـ عَـ عِـ

ـعِـ ـعَـ ـعُـ ـعَـ ـعِـ

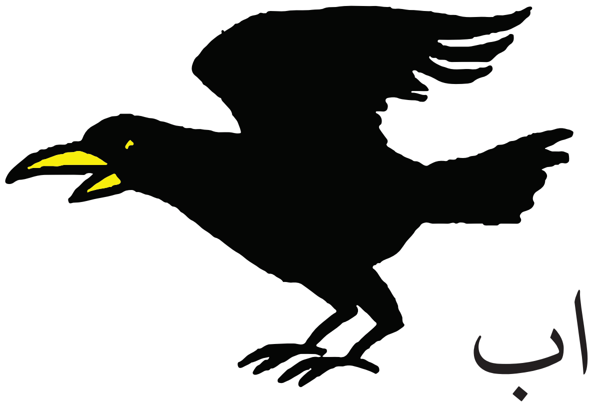
ـع ـعُ ـع ـعُ ـع

عَسَل عَسَل عَسَل عَسَل

عَسَل عَسَل عَسَل عَسَل

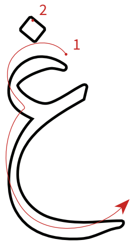
عَسَل عَسَل عَسَل عَسَل

Tracing 1.7b



غُرَاب

(5:31)



غـ ـغـ ـغ

Tracing 1.7

ع غ

Practice 1.7a

Circle the different forms of ع in red and غ in blue.

سَمِعۡنَا وَعَصَيۡنَا وَٱسۡمَعۡ غَيۡرَ مُسۡمَعٖ وَرَٰعِنَا لَيَّۢا بِأَلۡسِنَتِهِمۡ

ٱللَّهِۖ فَمَنِ ٱضۡطُرَّ غَيۡرَ بَاغٖ وَلَا عَادٖ فَلَآ إِثۡمَ عَلَيۡهِۚ إِنَّ ٱللَّهَ

Practice 1.7b

Read the black letters in the Qurʾānic words below.

عَرَضَ ٱلۡحَيَوٰةِ ٱلدُّنۡيَا فَعِندَ ٱللَّهِ مَغَانِمُ كَثِيرَةٞۚ

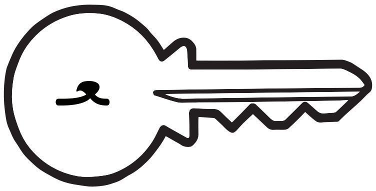
ٱلۡكَٰذِبِينَ ٨ وَٱلۡخَٰمِسَةَ أَنَّ غَضَبَ ٱللَّهِ عَلَيۡهَآ إِن كَانَ مِنَ ٱلصَّٰدِقِينَ

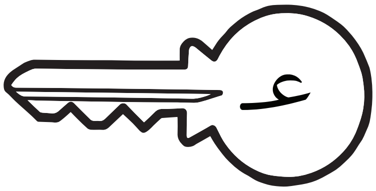
وَمَا تَحۡمِلُ مِنۡ أُنثَىٰ وَلَا تَضَعُ إِلَّا بِعِلۡمِهِۦۚ وَمَا يُعَمَّرُ مِن مُّعَمَّرٖ

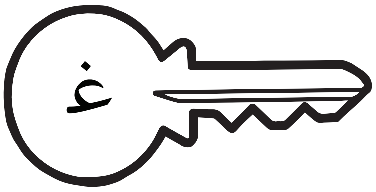
إِذَآ أَثۡخَنتُمُوهُمۡ فَشُدُّواْ ٱلۡوَثَاقَ فَإِمَّا مَنَّۢا بَعۡدُ وَإِمَّا فِدَآءً حَتَّىٰ تَضَعَ ٱلۡحَرۡبُ

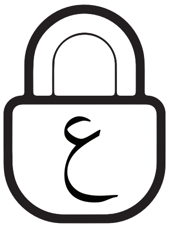
Lesson 1.7 Review

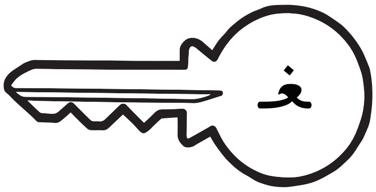
Match each lock with the correct keys.

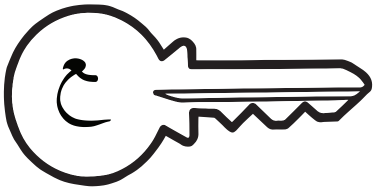


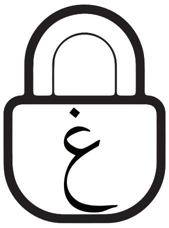


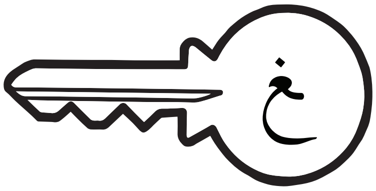


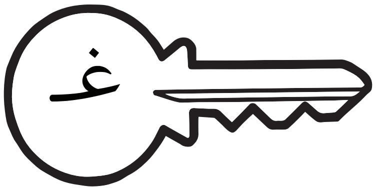


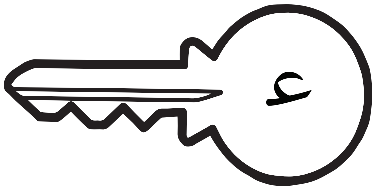












Extra Thawāb 1.7

Circle the different forms of ع in red and غ in blue.

ٱلسَّمۡعِ لَمَعۡزُولُونَ ٢١٢ فَلَا تَدۡعُ مَعَ ٱللَّهِ إِلَٰهًا ءَاخَرَ فَتَكُونَ

غَفُورٌ رَّحِيمٌ ٩٨ مَّا عَلَى ٱلرَّسُولِ إِلَّا ٱلۡبَلَٰغُۗ وَٱللَّهُ يَعۡلَمُ مَا

Enrichment 1.7

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

غَسَقِ	عُثِرَ	بَعَثَ	أَصۡغَرَ
تَبِعَ	طَبَعَ	غَبَرَةٌ	غَضِبَ

Lesson 1.7 Assessment

Read all the letters in black below.

وَبَعَثْنَا مِنْهُمُ ٱثْنَىْ عَشَرَ نَقِيبًا ۖ وَقَالَ ٱللَّهُ إِنِّى

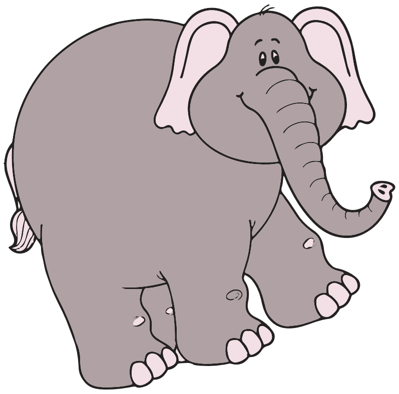
وَلَمَّا رَجَعَ مُوسَىٰٓ إِلَىٰ قَوْمِهِۦ غَضْبَٰنَ أَسِفًا قَالَ بِئْسَمَا خَلَفْتُمُونِى

ضِيَآءً وَٱلْقَمَرَ نُورًا وَقَدَّرَهُۥ مَنَازِلَ لِتَعْلَمُوا۟ عَدَدَ ٱلسِّنِينَ

يَٰٓـَٔادَمُ ٱسْكُنْ أَنتَ وَزَوْجُكَ ٱلْجَنَّةَ وَكُلَا مِنْهَا رَغَدًا حَيْثُ

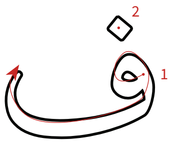
وَلَمَّا سَكَتَ عَن مُّوسَى ٱلْغَضَبُ أَخَذَ ٱلْأَلْوَاحَ ۖ وَفِى نُسْخَتِهَا

Tracing 1.8a



فِيل

(105:1)



فـ ـفـ ـف

فِ فَ فُ فَ فِ

فِـ فَـ فِـ فَـ فُـ

ـفِـ ـفَـ ـفِـ ـفُـ ـفِـ

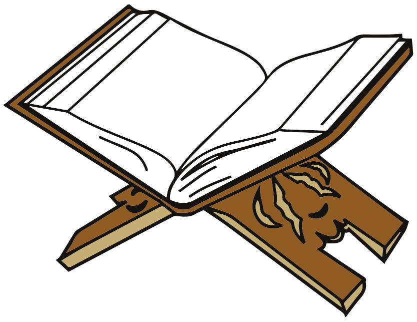
ـفِ ـفَ ـفِ ـفُ ـفِ

فِيل فِيل فِيل فِيل

فِيل فِيل فِيل فِيل

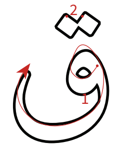
فِيل فِيل فِيل فِيل

Tracing 1.8b



قُرْءَان

(10:61)



قـ   ـقـ   ـق

قُ   قِ   قَ   قِ   قُ

ـقُ   ـقَ   ـقَ   ـقِ   ـقُ

ـقِـ   ـقِـ   ـقَـ   ـقُـ   ـقَـ

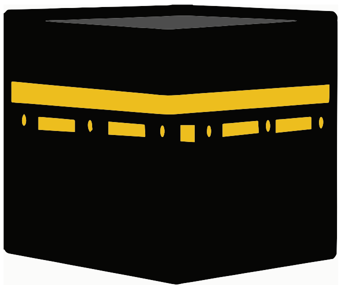
قِ   قِ   قَ   قِ   قُ

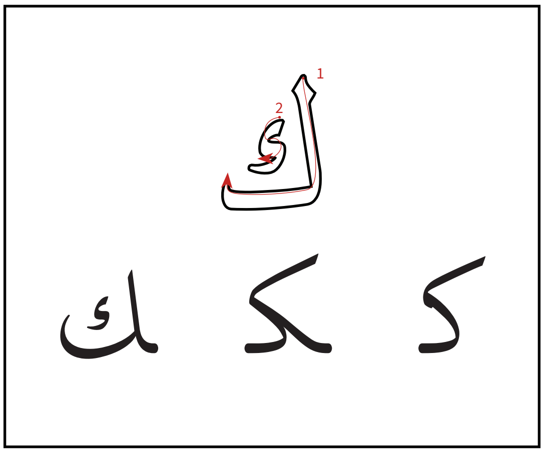
قُرْءَان   قُرْءَان   قُرْءَان   قُرْءَان

قُرْءَان   قُرْءَان   قُرْءَان   قُرْءَان

قُرْءَان   قُرْءَان   قُرْءَان   قُرْءَان

Tracing 1.8c





كَعْبَة

(5:95)

كُ كَ كَ كُ كِ

كُـ كِـ كَـ كِـ كُـ

ـكَـ ـكِـ ـكُـ ـكُـ ـكَـ

ـكِ ـكَ ـكِ ـكُ ـكُ

كَعْبَة كَعْبَة كَعْبَة كَعْبَة

كَعْبَة كَعْبَة كَعْبَة كَعْبَة

كَعْبَة كَعْبَة كَعْبَة كَعْبَة

Tracing 1.8

ف ق ك

فِ فِ فَ فُ فَ فُ

فَ فِ فَ فُ فِ فُ

قِ قِ قُ قَ قُ قَ

قِ قُ قِ قَ قَ قُ

كَ كِ كُ كُ كُ كَ

كَ كُ كِ كَ كَ كُ

قَ فَ كِ قُ فُ كَ

Practice 1.8a

Circle the different forms of ق in red, ك in blue, and ف in green.

فِيهِۖ فَإِن قَٰتَلُوكُمۡ فَٱقۡتُلُوهُمۡۗ كَذَٰلِكَ جَزَآءُ ٱلۡكَٰفِرِينَ ١٩١ فَإِنِ ٱنتَهَوۡاْ
فَإِنَّ ٱللَّهَ غَفُورٞ رَّحِيمٞ ١٩٢ وَقَٰتِلُوهُمۡ حَتَّىٰ لَا تَكُونَ فِتۡنَةٞ وَيَكُونَ

Practice 1.8b

Read the black letters in the Qurʾānic words below.

لِـَٔادَمَ فَسَجَدُوٓاْ إِلَّآ إِبۡلِيسَ كَانَ مِنَ ٱلۡجِنِّ فَفَسَقَ عَنۡ أَمۡرِ رَبِّهِۦٓۗ

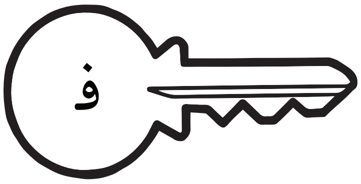
ٱلۡحَجُّ أَشۡهُرٞ مَّعۡلُومَٰتٞۚ فَمَن فَرَضَ فِيهِنَّ ٱلۡحَجَّ فَلَا

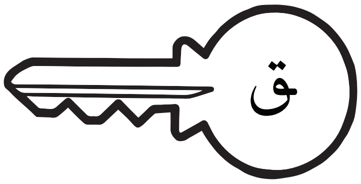
مِّمَّا تَرَكَ ٱلۡوَٰلِدَانِ وَٱلۡأَقۡرَبُونَ مِمَّا قَلَّ مِنۡهُ أَوۡ كَثُرَۚ نَصِيبٗا

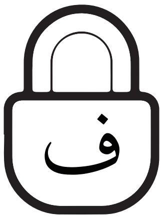
فَتَعَاطَىٰ فَعَقَرَ ٢٩ فَكَيۡفَ كَانَ عَذَابِي وَنُذُرِ ٣٠ إِنَّآ أَرۡسَلۡنَا عَلَيۡهِمۡ

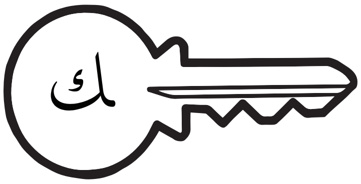
Lesson 1.8 Review

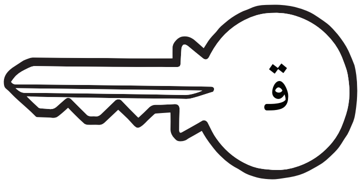
Match each lock with the correct keys.

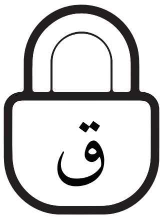


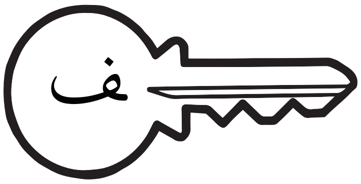


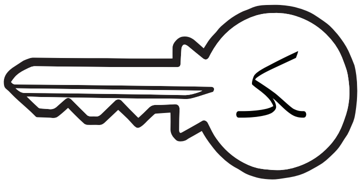


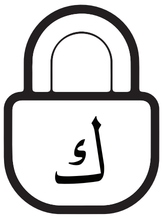


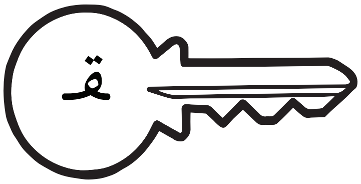


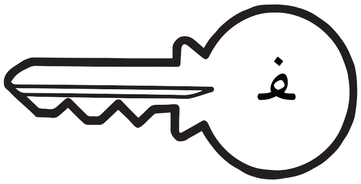












Extra Thawāb 1.8

Circle the different forms of ف in red, ق in blue, ك in green.

ٱلطَّيِّبَٰتِ فَمَا ٱخۡتَلَفُواْ حَتَّىٰ جَآءَهُمُ ٱلۡعِلۡمُۚ إِنَّ رَبَّكَ يَقۡضِي
بَيۡنَهُمۡ يَوۡمَ ٱلۡقِيَٰمَةِ فِيمَا كَانُواْ فِيهِ يَخۡتَلِفُونَ ٩٣ فَإِن كُنتَ فِي شَكّٖ

Enrichment 1.8

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

فَبَصَرُكَ	فَصَعِقَ	فَقَدِ	كُتِبَ
فَصَرَفَ	شَكَرَ	كَفَرَ	كَسَبَ

Lesson 1.8 Assessment

Read all the letters in black below.

أُفِكَ (٩) قُتِلَ ٱلْخَرَّٰصُونَ (١٠) ٱلَّذِينَ هُمْ فِى غَمْرَةٍ سَاهُونَ (١١) يَسْـَٔلُونَ

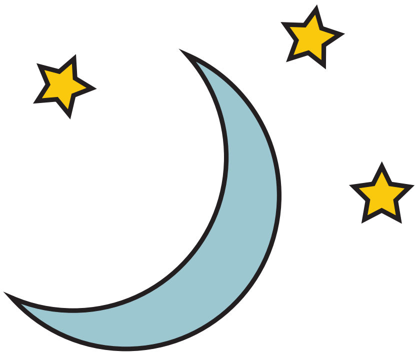
فَقُطِعَ دَابِرُ ٱلْقَوْمِ ٱلَّذِينَ ظَلَمُوا۟ ۚ وَٱلْحَمْدُ لِلَّهِ رَبِّ ٱلْعَٰلَمِينَ (٤٥)

فَطَفِقَ مَسْحًۢا بِٱلسُّوقِ وَٱلْأَعْنَاقِ (٣٣) وَلَقَدْ فَتَنَّا سُلَيْمَٰنَ

مَا لَيْسَ لَكَ بِهِۦ عِلْمٌ ۖ إِنِّىٓ أَعِظُكَ أَن تَكُونَ مِنَ ٱلْجَٰهِلِينَ

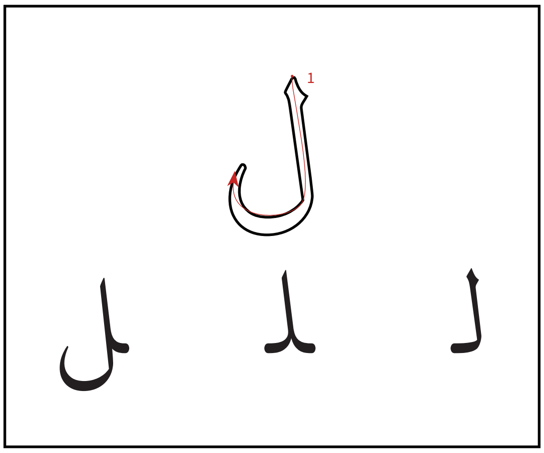
أَجْرًا ۖ إِنْ أَجْرِىَ إِلَّا عَلَى ٱلَّذِى فَطَرَنِىٓ ۚ أَفَلَا تَعْقِلُونَ (٥١)

Tracing 1.9a



لَيْل

(28:72)



ل

لـ ـلـ ـل

لَ لِ لُ لُ لِ

لِـ لِـ لَـ لَـ لُـ

ـلُـ ـلَـ ـلِـ ـلَـ ـلِـ

لَ لِ لَ لُ لِ

لَيْل لَيْل لَيْل لَيْل

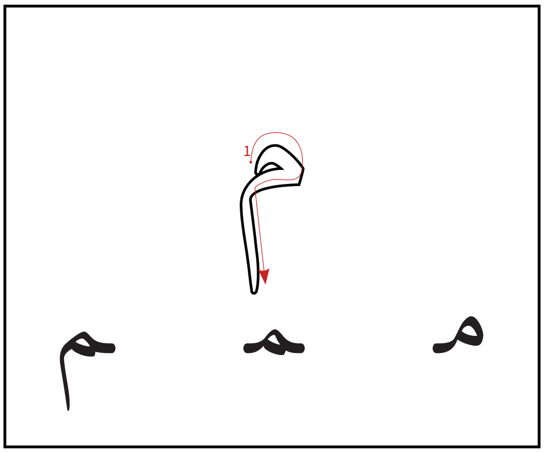
لَيْل لَيْل لَيْل لَيْل

لَيْل لَيْل لَيْل لَيْل

Tracing 1.9b

مُسْلِم

(28:72)



مَ مَ مُ مِ مِ

ـمُ ـمَ ـمَ ـمِ ـمُ

ـمُـ ـمِـ ـمُـ ـمَـ ـمِـ

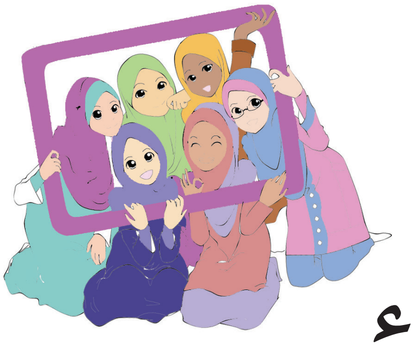
مَ مِ مَ مِ مُ

مُسْلِم مُسْلِم مُسْلِم مُسْلِم

مُسْلِم مُسْلِم مُسْلِم مُسْلِم

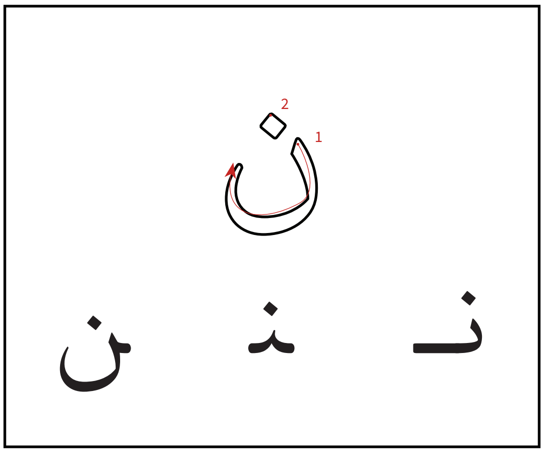
مُسْلِم مُسْلِم مُسْلِم مُسْلِم

Tracing 1.9c



نِسَاء

(2:222)



نَ نَ نُ نِ نِ

نَـ نُـ نِـ نَـ نُـ

ـنِـ ـنِـ ـنُـ ـنَـ ـنَـ

نِ نَ نِ نُ نُ

نِسَاء نِسَاء نِسَاء نِسَاء

نِسَاء نِسَاء نِسَاء نِسَاء

نِسَاء نِسَاء نِسَاء نِسَاء

Tracing 1.9

ل م ن

لِ لَ لُ لُ لِ لُ

لَ لَ لِ لُ لَ لُ

مِ مَ مَ مُ مَ مَ

مَ مَ مُ مِ مَ مُ

نَ نَ نِ نَ نُ نِ

نِ نَ نِ نُ نَ نُ

مُ لِ نُ مِ لَ نَ

Practice 1.9a

Circle the different forms of ل in red, م in blue, and ن in green.

أَلَمْ نَسْتَحْوِذْ عَلَيْكُمْ وَنَمْنَعْكُم مِّنَ ٱلْمُؤْمِنِينَ ۚ فَٱللَّهُ يَحْكُمُ
بَيْنَكُمْ يَوْمَ ٱلْقِيَـٰمَةِ ۗ وَلَن يَجْعَلَ ٱللَّهُ لِلْكَـٰفِرِينَ عَلَى ٱلْمُؤْمِنِينَ

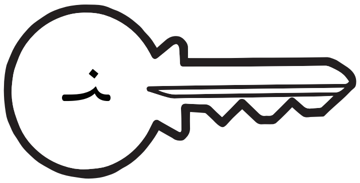
Practice 1.9b

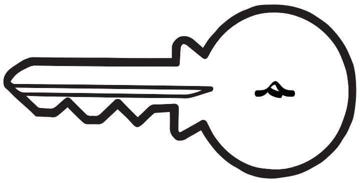
Read the black letters in the Qur'ānic words below.

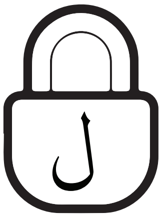
لَا يُؤْمِنُونَ ٦ خَتَمَ ٱللَّهُ عَلَىٰ قُلُوبِهِمْ وَعَلَىٰ سَمْعِهِمْ ۖ وَعَلَىٰ
بَصِيرًا وَأْتُونِى بِأَهْلِكُمْ أَجْمَعِينَ ٩٣ وَلَمَّا فَصَلَتِ
وَمَن صَلَحَ مِنْ ءَابَآئِهِمْ وَأَزْوَٰجِهِمْ وَذُرِّيَّـٰتِهِمْ ۖ وَٱلْمَلَـٰٓئِكَةُ يَدْخُلُونَ
مَا ظَهَرَ مِنْهَا وَمَا بَطَنَ ۖ وَلَا تَقْتُلُوا۟ ٱلنَّفْسَ ٱلَّتِى حَرَّمَ ٱللَّهُ

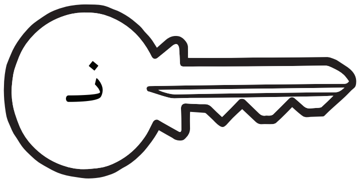
Lesson 1.9 Review

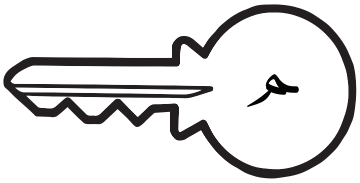
Match each lock with the correct keys.

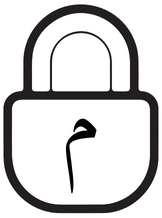


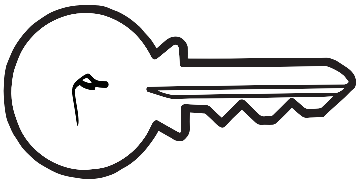


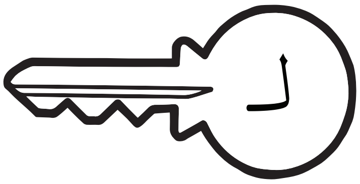


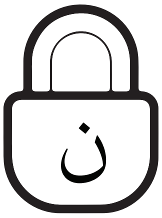


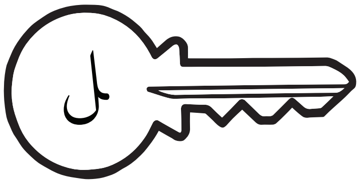


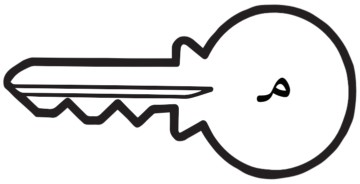












Extra Thawāb 1.9

Circle the different forms of ل in red, م in blue, and ن in green.

ٱللَّهُ عَلَيْهِم مِّنَ ٱلنَّبِيِّـۧنَ مِن ذُرِّيَّةِ ءَادَمَ وَمِمَّنْ حَمَلْنَا مَعَ نُوحٍ وَمِن
ذُرِّيَّةِ إِبْرَٰهِيمَ وَإِسْرَٰٓءِيلَ وَمِمَّنْ هَدَيْنَا وَٱجْتَبَيْنَآ ۚ إِذَا تُتْلَىٰ عَلَيْهِمْ

Enrichment 1.9

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

فَمَكَثَ	مَنَعَ	أَفَمَنِ	فَنَفَعَهَآ
لَمِنَ	بَلَغَ	أُذُنُ	زَعَمَ

Lesson 1.9 Assessment

Read all the letters in black below.

۞ لَّا يُحِبُّ ٱللَّهُ ٱلْجَهْرَ بِٱلسُّوٓءِ مِنَ ٱلْقَوْلِ إِلَّا مَن ظُلِمَ وَكَانَ

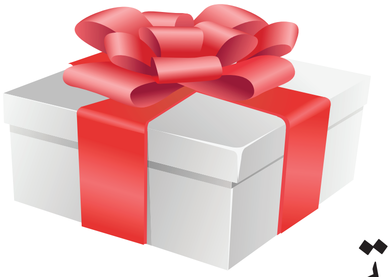
(١٤٢) فَلَوْلَآ أَنَّهُۥ كَانَ مِنَ ٱلْمُسَبِّحِينَ (١٤٣) لَلَبِثَ فِى بَطْنِهِۦٓ إِلَىٰ يَوْمِ

إِذَا بَلَغَتِ ٱلْحُلْقُومَ (٨٣) وَأَنتُمْ حِينَئِذٍ تَنظُرُونَ (٨٤) وَنَحْنُ أَقْرَبُ

بَيْنَ ٱلْعِبَادِ (٤٨) وَقَالَ ٱلَّذِينَ فِى ٱلنَّارِ لِخَزَنَةِ جَهَنَّمَ

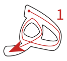
يَنظُرُونَ إِلَيْكَ نَظَرَ ٱلْمَغْشِىِّ عَلَيْهِ مِنَ ٱلْمَوْتِ ۖ فَأَوْلَىٰ لَهُمْ

Tracing 1.10a



هَدِيَّة

(27:35)



هـ ـهـ ـه

هِ هَ هُ هَ هِ

ـهُ ـهَ ـهِ ـهِ ـهُ

ـهَـ ـهِـ ـهِـ ـهُـ ـهَـ

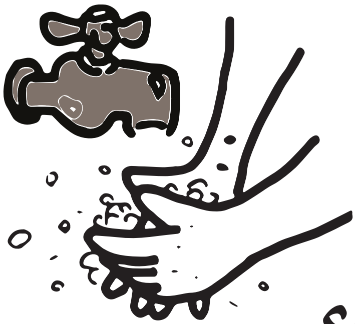
هَـ هَـ هُـ هِـ هُـ

هَدِيَّة هَدِيَّة هَدِيَّة هَدِيَّة

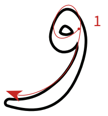
هَدِيَّة هَدِيَّة هَدِيَّة هَدِيَّة

هَدِيَّة هَدِيَّة هَدِيَّة هَدِيَّة

Tracing 1.10b



وُضُوء



و و و

وَ وِ وُ وَ وِ

وُ وَ وِ وِ وُ

ـوِ ـوَ ـوُ ـوِ ـوَ

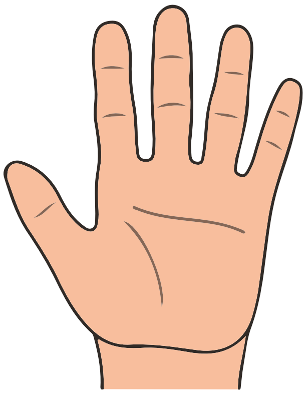
ـوُ ـوَ ـوِ ـوَ ـوُ

وُضُوء وُضُوء وُضُوء وُضُوء

وُضُوء وُضُوء وُضُوء وُضُوء

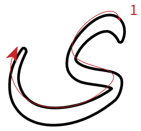
وُضُوء وُضُوء وُضُوء وُضُوء

Tracing 1.10c



يَد

(5:64)



يـ ـيـ ى

يَ يَ يُ يِ يِ

يَـ يُـ يِـ يَـ يُـ

ـيِـ ـيِـ ـيُـ ـيَـ ـيَـ

ـيِ ـيَ ـيِ ـيُ ـيُ

يَد يَد يَد يَد

يَد يَد يَد يَد

يَد يَد يَد يَد

Tracing 1.10

ه و ى

هَ هِ هُ هُ هَ هُ

هَ هُ هِ هِ هَ هُ

وِ وِ وَ وُ وِ وَ

وُ وَ وِ وِ وَ وَ

ىِ ىَ ىِ ىُ ىَ ىِ

ىِ ىِ ىَ ىُ ىِ ىُ

وَ هُ ىِ وِ هَ ىَ

Practice 1.10a

Circle the different forms of ه in red, و in blue, and ى in green.

٧ يُرِيدُونَ لِيُطۡفِـُٔواْ نُورَ ٱللَّهِ بِأَفۡوَٰهِهِمۡ وَٱللَّهُ مُتِمُّ نُورِهِۦ وَلَوۡ كَرِهَ
ٱلۡكَٰفِرُونَ ٨ هُوَ ٱلَّذِيٓ أَرۡسَلَ رَسُولَهُۥ بِٱلۡهُدَىٰ وَدِينِ ٱلۡحَقِّ لِيُظۡهِرَهُۥ

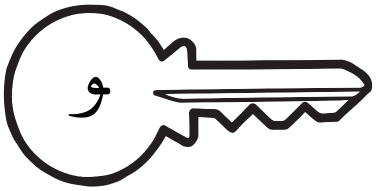
Practice 1.10b

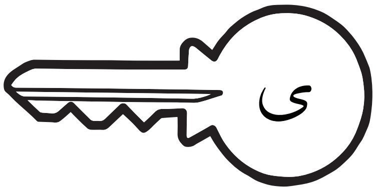
Read the black letters in the Qurʾānic words below.

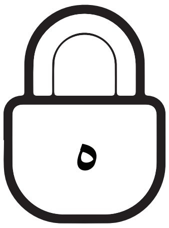
عِندَ رَبِّكُمۡۗ قُلۡ إِنَّ ٱلۡفَضۡلَ بِيَدِ ٱللَّهِ يُؤۡتِيهِ مَن يَشَآءُۗ وَٱللَّهُ
تُثِيرُ ٱلۡأَرۡضَ وَلَا تَسۡقِي ٱلۡحَرۡثَ مُسَلَّمَةٞ لَّا شِيَةَ فِيهَاۚ قَالُواْ
وَتَقَطَّعَتۡ بِهِمُ ٱلۡأَسۡبَابُ ١٦٦ وَقَالَ ٱلَّذِينَ ٱتَّبَعُواْ لَوۡ أَنَّ
بِمَا شَآءَۚ وَسِعَ كُرۡسِيُّهُ ٱلسَّمَٰوَٰتِ وَٱلۡأَرۡضَۖ وَلَا يَـُٔودُهُۥ حِفۡظُهُمَاۚ

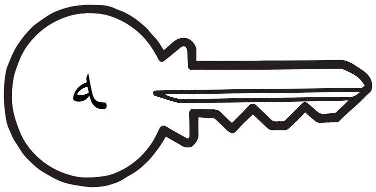
Lesson 1.10 Review

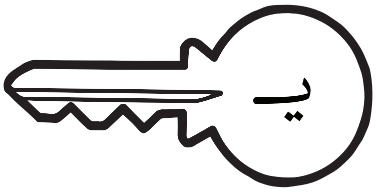
M

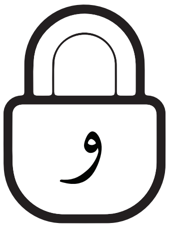


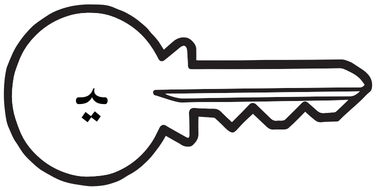


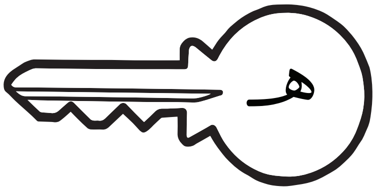


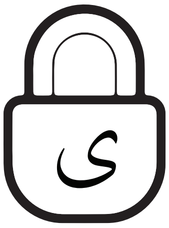


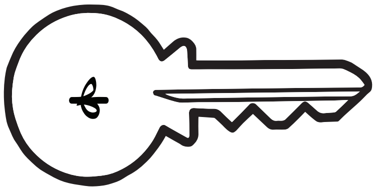


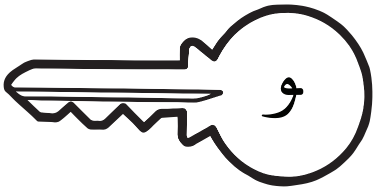












Extra Thawāb 1.10

Circle the different forms of ه in red, و in blue, and ى in green.

عَلَىٰ قَبْرِهِۦٓ ۖ إِنَّهُمْ كَفَرُوا۟ بِٱللَّهِ وَرَسُولِهِۦ وَمَاتُوا۟ وَهُمْ فَـٰسِقُونَ
٨٤ وَلَا تُعْجِبْكَ أَمْوَٰلُهُمْ وَأَوْلَـٰدُهُمْ ۚ إِنَّمَا يُرِيدُ ٱللَّهُ أَن يُعَذِّبَهُم

Enrichment 1.10

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

لِيَذَرَ	فَوَهَبَ	لِيَذَرَ	ظَلَمَهُمُ
يَبِسَ	وَجَدَ	جَعَلَهُ	يَدَيِ

Lesson 1.10 Assessment

Read all the letters in black below.

إِنَّ هَٰذَا لَهُوَ ٱلْقَصَصُ ٱلْحَقُّ ۚ وَمَا مِنْ إِلَٰهٍ إِلَّا ٱللَّهُ ۚ وَإِنَّ ٱللَّهَ لَهُوَ

أُو۟لَٰٓئِكَ ٱلَّذِينَ لَعَنَهُمُ ٱللَّهُ ۖ وَمَن يَلْعَنِ ٱللَّهُ فَلَن تَجِدَ لَهُۥ نَصِيرًا ٥٢

وَأَنفُسِهِمْ عَلَى ٱلْقَٰعِدِينَ دَرَجَةً ۚ وَكُلًّا وَعَدَ ٱللَّهُ ٱلْحُسْنَىٰ ۚ وَفَضَّلَ ٱللَّهُ

وَيُمَنِّيهِمْ ۖ وَمَا يَعِدُهُمُ ٱلشَّيْطَٰنُ إِلَّا غُرُورًا ١٢٠ أُو۟لَٰٓئِكَ

وَيَهَبُ لِمَن يَشَآءُ ٱلذُّكُورَ ٤٩ أَوْ يُزَوِّجُهُمْ ذُكْرَانًا وَإِنَٰثًا ۖ

QURʾĀN
READING

Read in the name of the Lord who created! (96:1)

Learn to read and become fluent in reciting the Qurʾān.

One Way Connected Letters

All the letters of the Arabic alphabet connect from both sides, the right and the left, except six letters!

These letters are ا د ذ ر ز و

These letters are weak and can only connect from the right side:

ـا ـد ـذ ـر ـز ـو

Let's practice!

Tracing

ا د ذ ر ز و

صِرَاطِ صِرَاطِ صِرَاطِ صِرَاطِ

جَانِبِ جَانِبِ جَانِبِ جَانِبِ

ثَوَابُ ثَوَابُ ثَوَابُ ثَوَابُ

هَذَا هَذَا هَذَا هَذَا

يَدَاهُ يَدَاهُ يَدَاهُ يَدَاهُ

تَزِرُ تَزِرُ تَزِرُ تَزِرُ

Lesson 2.1: Long Vowel ا

Remember my friend fatḥah? Whenever you see **fatḥah** followed by ا or ٰ , it makes a longer "**aa**" sound! Let's practice:

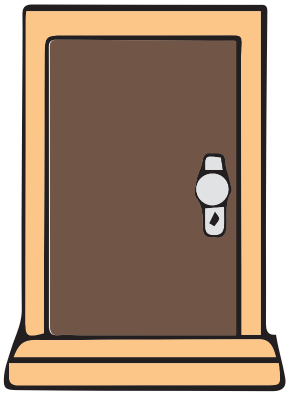
Baa بَا = ا + بَ

Ḥaa حَٰ = ٰ + حَ

Daa دَا = ا + دَ

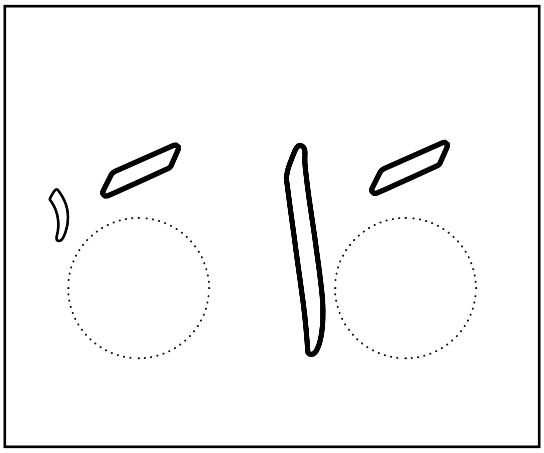
Saa سَٰ = ٰ + سَ

Worksheet 2.1a



بَاب

(12:25)



ءَا بَا تَا ثَا

جَ حَ خَ دَ

ذَا رَا زَا سَا

شَ صَ ضَ طَا

ظَا عَا غَا فَا

قَ كَ لَ مَ

نَا هَا وَا يَا

Practice 2.1a

Circle all the different forms of the long vowel ا.

عَلِمْتُمْ فِيهِمْ خَيْرًا ۖ وَءَاتُوهُم مِّن مَّالِ ٱللَّهِ ٱلَّذِىٓ ءَاتَىٰكُمْ ۚ وَلَا تُكْرِهُوا۟

فَتَيَٰتِكُمْ عَلَى ٱلْبِغَآءِ إِنْ أَرَدْنَ تَحَصُّنًا لِّتَبْتَغُوا۟ عَرَضَ ٱلْحَيَوٰةِ

Practice 2.1b

Read the black letters in the Qurʾānic words below.

مَثَلُ نُورِهِۦ كَمِشْكَوٰةٍ فِيهَا مِصْبَاحٌ ۖ ٱلْمِصْبَاحُ فِى زُجَاجَةٍ ۖ

وَيُذْكَرَ فِيهَا ٱسْمُهُۥ يُسَبِّحُ لَهُۥ فِيهَا بِٱلْغُدُوِّ وَٱلْـَٔاصَالِ ٣٦

لَّا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِىٓءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۚ

وَأَنكِحُوا۟ ٱلْأَيَٰمَىٰ مِنكُمْ وَٱلصَّٰلِحِينَ مِنْ عِبَادِكُمْ وَإِمَآئِكُمْ ۚ إِن

Extra Thawāb 2.1

Circle all the different forms of the long vowel ا.

شِئۡتُمَا وَلَا تَقۡرَبَا هَٰذِهِ ٱلشَّجَرَةَ فَتَكُونَا مِنَ ٱلظَّٰلِمِينَ ٣٥ فَأَزَلَّهُمَا
ٱلشَّيۡطَٰنُ عَنۡهَا فَأَخۡرَجَهُمَا مِمَّا كَانَا فِيهِۖ وَقُلۡنَا ٱهۡبِطُواْ بَعۡضُكُمۡ

Enrichment 2.1

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

ءَادَمُ مِن رَّبِّهِۦ كَلِمَٰتٖ فَتَابَ عَلَيۡهِۚ إِنَّهُۥ هُوَ ٱلتَّوَّابُ ٱلرَّحِيمُ ٣٧

فَسَجَدُوٓاْ إِلَّآ إِبۡلِيسَ أَبَىٰ وَٱسۡتَكۡبَرَ وَكَانَ مِنَ ٱلۡكَٰفِرِينَ ٣٤ وَقُلۡنَا

Worksheet 2.1b

For each row, trace the letters, read the individual letters, and then read the combined word.

فَلَا = ا + لَ + فَ

كَانَ = نَ + ا + كَ

عَلَى = ى + لَ + عَ

إِلَى = ى + لَ + إِ

هُدَى = ى + دَ + هُ

Lesson 2.1 Assessment

Read all the letters in black below.

خَبِيرٌ ١١١ فَٱسْتَقِمْ كَمَآ أُمِرْتَ وَمَن تَابَ مَعَكَ وَلَا تَطْغَوْا۟ ۚ
إِنَّهُۥ بِمَا تَعْمَلُونَ بَصِيرٌ ١١٢ وَلَا تَرْكَنُوٓا۟ إِلَى ٱلَّذِينَ ظَلَمُوا۟
فَتَمَسَّكُمُ ٱلنَّارُ وَمَا لَكُم مِّن دُونِ ٱللَّهِ مِنْ أَوْلِيَآءَ ثُمَّ
لَا تُنصَرُونَ ١١٣ وَأَقِمِ ٱلصَّلَوٰةَ طَرَفَىِ ٱلنَّهَارِ وَزُلَفًا مِّنَ
ٱلَّيْلِ ۚ إِنَّ ٱلْحَسَنَٰتِ يُذْهِبْنَ ٱلسَّيِّـَٔاتِ ۚ ذَٰلِكَ ذِكْرَىٰ

Lesson 2.2: Long Vowel ى

Remember my friend kasra? Whenever you see **kasra** followed by **ى**, it makes a longer "**ee**" sound! Let's practice:

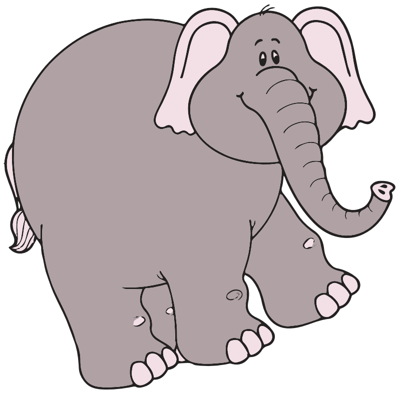
Tee تِى = ى + تِ

Mee مِى = ى + مِ

Fee فِى = ى + فِ

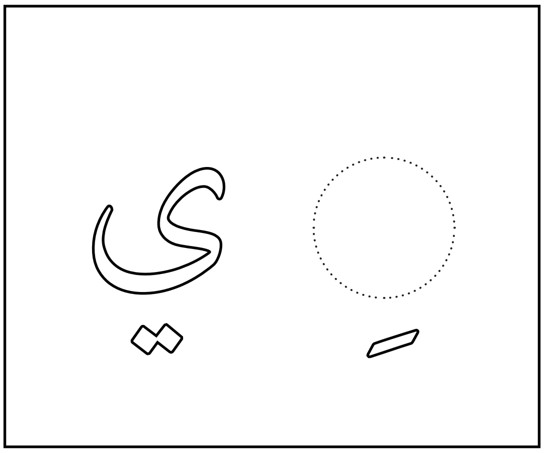
Kee كِى = ى + كِ

Worksheet 2.2a



فِيل

(105:1)



ءِى بِى تِى ثِى

جِى حِى خِى دِى

ذِى رِى زِى سِى

شِى صِى ضِى طِى

ظِى عِى غِى فِى

قِى كِى لِى مِى

نِى هِى وِى يِى

Practice 2.2a

Circle all forms of the long vowel ى.

١٠ هَمَّازٍ مَّشَّآءٍۭ بِنَمِيمٍ ١١ مَّنَّاعٍ لِّلْخَيْرِ مُعْتَدٍ أَثِيمٍ ١٢
عُتُلٍّۭ بَعْدَ ذَٰلِكَ زَنِيمٍ ١٣ أَن كَانَ ذَا مَالٍ وَبَنِينَ ١٤ إِذَا تُتْلَىٰ عَلَيْهِ

Practice 2.2b

Read the black letters in the Qurʾānic words below.

فِتْنَةً لِّلَّذِينَ كَفَرُوا۟ وَٱغْفِرْ لَنَا رَبَّنَآ ۖ إِنَّكَ أَنتَ ٱلْعَزِيزُ ٱلْحَكِيمُ ٥
إِبْرَٰهِيمَ لِأَبِيهِ لَأَسْتَغْفِرَنَّ لَكَ وَمَآ أَمْلِكُ لَكَ مِنَ ٱللَّهِ مِن شَىْءٍ ۖ
مِّنَ ٱللَّهِ وَفَتْحٌ قَرِيبٌ ۗ وَبَشِّرِ ٱلْمُؤْمِنِينَ ١٣ يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ كُونُوٓا۟
وَتَتَّقُوا۟ وَتُصْلِحُوا۟ بَيْنَ ٱلنَّاسِ ۚ وَٱللَّهُ سَمِيعٌ عَلِيمٌ ٢٢٤

Extra Thawāb 2.2

Circle all forms of the long vowel ى.

نَبِيًّا (٣٠) وَجَعَلَنِي مُبَارَكًا أَيْنَ مَا كُنتُ وَأَوْصَٰنِي بِٱلصَّلَوٰةِ
وَٱلزَّكَوٰةِ مَا دُمْتُ حَيًّا (٣١) وَبَرًّۢا بِوَٰلِدَتِي وَلَمْ يَجْعَلْنِي

Enrichment 2.2

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

ٱلْمَهْدِ صَبِيًّا (٢٩) قَالَ إِنِّي عَبْدُ ٱللَّهِ ءَاتَىٰنِيَ ٱلْكِتَٰبَ وَجَعَلَنِي
ٱلَّذِي فِيهِ يَمْتَرُونَ (٣٤) مَا كَانَ لِلَّهِ أَن يَتَّخِذَ مِن وَلَدٍۢ ۖ سُبْحَٰنَهُۥٓ ۚ

Worksheet 2.2b

For each row, trace the letters, read the individual letters, and then read the combined word.

أَ + بِ + ى = أَبِى

وَ + لِ + ى = وَلِى

قِ + ى + لَ = قِيلَ

دِ + ى + نَ = دِينَ

بَ + نِ + ى = بَنِى

Lesson 2.2 Assessment

Read all the letters in black below.

سَوِيًّا (٤٣) يَٰٓأَبَتِ لَا تَعْبُدِ ٱلشَّيْطَٰنَ ۖ إِنَّ ٱلشَّيْطَٰنَ كَانَ لِلرَّحْمَٰنِ

عَصِيًّا (٤٤) يَٰٓأَبَتِ إِنِّىٓ أَخَافُ أَن يَمَسَّكَ عَذَابٌ مِّنَ ٱلرَّحْمَٰنِ

فَتَكُونَ لِلشَّيْطَٰنِ وَلِيًّا (٤٥) قَالَ أَرَاغِبٌ أَنتَ عَنْ ءَالِهَتِى

يَٰٓإِبْرَٰهِيمُ ۖ لَئِن لَّمْ تَنتَهِ لَأَرْجُمَنَّكَ ۖ وَٱهْجُرْنِى مَلِيًّا (٤٦) قَالَ

سَلَٰمٌ عَلَيْكَ ۖ سَأَسْتَغْفِرُ لَكَ رَبِّىٓ ۖ إِنَّهُۥ كَانَ بِى حَفِيًّا (٤٧)

Lesson 2.3: Long Vowel و

Remember my friend ḍammah? Whenever you see ḍammah followed by و, it makes a longer "oo" sound! Let's practice:

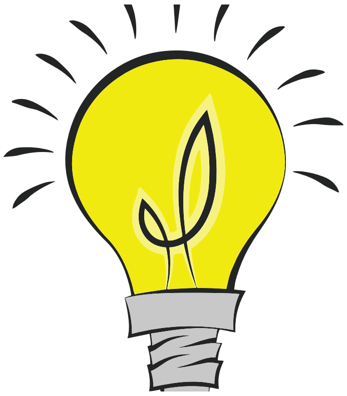
Joo جُو = و + جُ

Khoo خُو = و + خُ

Zoo زُو = و + زُ

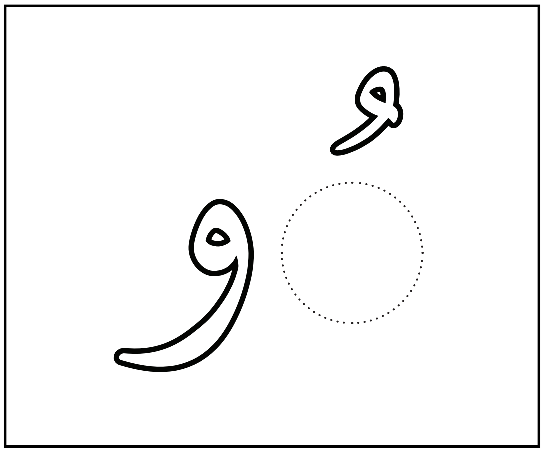
Noo نُو = و + نُ

Worksheet 2.3a



نُور

(5:15)



أُو بُو تُو ثُو

جُو حُو خُو دُو

ذُو رُو زُو سُو

شُو صُو ضُو طُو

ظُو عُو غُو فُو

قُو كُو لُو مُو

نُو هُو وُو يُو

Practice 2.3a

Circle all forms of the long vowel و.

أَوۡ تُعۡرِضُواْ فَإِنَّ ٱللَّهَ كَانَ بِمَا تَعۡمَلُونَ خَبِيرٗا ١٣٥ يَٰٓأَيُّهَا
ٱلَّذِينَ ءَامَنُوٓاْ ءَامِنُواْ بِٱللَّهِ وَرَسُولِهِۦ وَٱلۡكِتَٰبِ ٱلَّذِى نَزَّلَ

Practice 2.3b

Read the black letters in the Qurʾānic words below.

ٱلۡمَشۡـَٔمَةِ ٩ وَٱلسَّٰبِقُونَ ٱلسَّٰبِقُونَ ١٠ أُوْلَٰٓئِكَ ٱلۡمُقَرَّبُونَ ١١
تُرَابٗا وَعِظَٰمًا أَءِنَّا لَمَبۡعُوثُونَ ٤٧ أَوَءَابَآؤُنَا ٱلۡأَوَّلُونَ ٤٨ قُلۡ إِنَّ
ٱلۡأَوَّلِينَ وَٱلۡأٓخِرِينَ ٤٩ لَمَجۡمُوعُونَ إِلَىٰ مِيقَٰتِ يَوۡمٖ مَّعۡلُومٖ ٥٠
فَمَالِـُٔونَ مِنۡهَا ٱلۡبُطُونَ ٥٣ فَشَٰرِبُونَ عَلَيۡهِ مِنَ ٱلۡحَمِيمِ ٥٤ فَشَٰرِبُونَ

Extra Thawāb 2.3

Circle all forms of the long vowel و.

ضَلَٰلَۢا بَعِيدًا ﴿١٣٦﴾ إِنَّ ٱلَّذِينَ ءَامَنُواْ ثُمَّ كَفَرُواْ ثُمَّ ءَامَنُواْ ثُمَّ
كَفَرُواْ ثُمَّ ٱزۡدَادُواْ كُفۡرٗا لَّمۡ يَكُنِ ٱللَّهُ لِيَغۡفِرَ لَهُمۡ وَلَا لِيَهۡدِيَهُمۡ

Enrichment 2.3

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

يَطُوفُ عَلَيۡهِمۡ وِلۡدَٰنٞ مُّخَلَّدُونَ ﴿١٧﴾ بِأَكۡوَابٖ وَأَبَارِيقَ وَكَأۡسٖ مِّن مَّعِينٖ
يُصِرُّونَ عَلَى ٱلۡحِنثِ ٱلۡعَظِيمِ ﴿٤٦﴾ وَكَانُواْ يَقُولُونَ أَئِذَا مِتۡنَا وَكُنَّا

Worksheet 2.3b

For each row, trace the letters, read the individual letters, and then read the combined word.

صُ + و + رِ = صُورِ

رُ + و + حِ = رُوحِ

نُ + و + حُ = نُوحُ

دُ + و + نِ = دُونِ

لُ + و + طُ = لُوطُ

Lesson 2.3 Assessment

Read all the letters in black below.

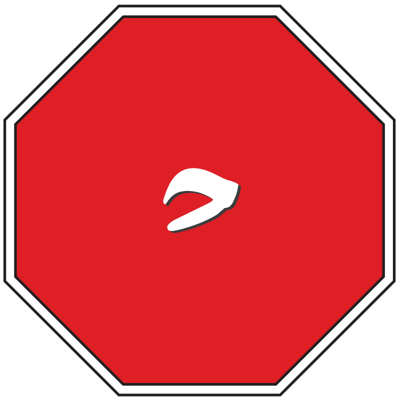
(١٨) لَّا يُصَدَّعُونَ عَنْهَا وَلَا يُنزِفُونَ (١٩) وَفَٰكِهَةٍ مِّمَّا يَتَخَيَّرُونَ
(٢٠) وَلَحْمِ طَيْرٍ مِّمَّا يَشْتَهُونَ (٢١) وَحُورٌ عِينٌ (٢٢) كَأَمْثَٰلِ ٱللُّؤْلُؤِ
ٱلْمَكْنُونِ (٢٣) جَزَآءًۢ بِمَا كَانُوا۟ يَعْمَلُونَ (٢٤) لَا يَسْمَعُونَ فِيهَا لَغْوًا
وَلَا تَأْثِيمًا (٢٥) إِلَّا قِيلًا سَلَٰمًا سَلَٰمًا (٢٦) وَأَصْحَٰبُ ٱلْيَمِينِ مَآ أَصْحَٰبُ
ٱلْيَمِينِ (٢٧) فِى سِدْرٍ مَّخْضُودٍ (٢٨) وَطَلْحٍ مَّنضُودٍ (٢٩) وَظِلٍّ مَّمْدُودٍ

Lesson 2 Assessment

Read all the letters in black below.

بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۖ قَالَ إِنِّىٓ أَعْلَمُ مَا لَا تَعْلَمُونَ ٣٠ وَعَلَّمَ
ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ
أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ٣١ قَالُوا۟ سُبْحَٰنَكَ
لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ ۖ إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ ٣٢ قَالَ يَٰٓـَٔادَمُ
أَنۢبِئْهُم بِأَسْمَآئِهِمْ ۖ فَلَمَّآ أَنۢبَأَهُم بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل

Lesson 3: Sukūn



When you see this sign in the Qurʾān, you should pronounce only the letter with a stopping sound. This is called **sukūn**. Let's practice:

أَدْ أَنْ أَتْ

أَبْ أَمْ أَفْ

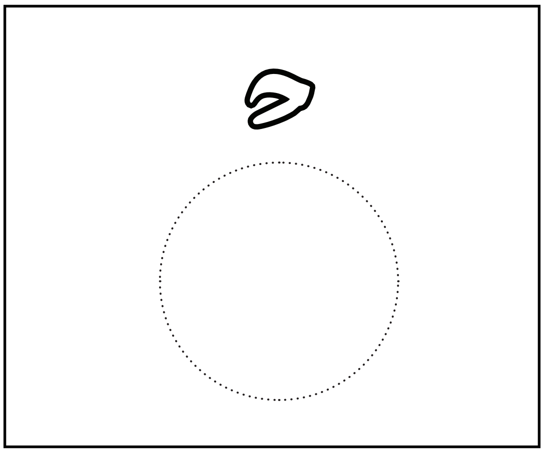
If you ever see a ن or م without any sign, they are hiding their sukūn. For now, you can just pronounce them as if they have a sukūn on top. Let's practice:

يَكُن كُنتُم لَكُم

Tracing 3

بَيْت

(4:100)



أَءْ أَبْ أَتْ أَثْ

أَجْ أَحْ أَخْ أَدْ

أَذْ أَرْ أَزْ أَسْ

أَشْ أَصْ أَضْ أَطْ

أَظْ أَعْ أَغْ أَفْ

أَقْ أَكْ أَلْ أَمْ

أَنْ أَهْ أَوْ أَىْ

Worksheet 3a

Color in the stop signs that have words with sukūn. Then, read the words.

مُلْكُ

بِهِمْ

خَلَقَ

أَلَا

أَرْضُ

يُحْيِ

بَعْدُ

قُلْ

شَىْءٍ

لَكُمْ

ذِكْرُ

عَلَى

Worksheet 3b

Circle the letter where a sukūn is hiding. Then, read the black letters in these lines from the Qurʾān.

تُدۡعَوۡنَ لِتُنفِقُواْ فِي سَبِيلِ ٱللَّهِ فَمِنكُم مَّن يَبۡخَلُۖ وَمَن يَبۡخَلۡ

فَإِنَّمَا يَبۡخَلُ عَن نَّفۡسِهِۦۚ وَٱللَّهُ ٱلۡغَنِيُّ وَأَنتُمُ ٱلۡفُقَرَآءُۚ وَإِن

قُلۡ أَعُوذُ بِرَبِّ ٱلۡفَلَقِ ١ مِن شَرِّ مَا خَلَقَ ٢ وَمِن شَرِّ

٦٥ هَٰٓأَنتُمۡ هَٰٓؤُلَآءِ حَٰجَجۡتُمۡ فِيمَا لَكُم بِهِۦ عِلۡمٞ فَلِمَ

وَمَآ أُنزِلَتِ ٱلتَّوۡرَىٰةُ وَٱلۡإِنجِيلُ إِلَّا مِنۢ بَعۡدِهِۦٓۚ أَفَلَا تَعۡقِلُونَ

Practice 3a

Circle all the letters that have a sukūn.

قَرِينًا ٣٨ وَمَاذَا عَلَيۡهِمۡ لَوۡ ءَامَنُواْ بِٱللَّهِ وَٱلۡيَوۡمِ ٱلۡأٓخِرِ وَأَنفَقُواْ
مِمَّا رَزَقَهُمُ ٱللَّهُۚ وَكَانَ ٱللَّهُ بِهِمۡ عَلِيمًا ٣٩ إِنَّ ٱللَّهَ لَا يَظۡلِمُ

Practice 3b

Read the black letters in the Qurʾānic words below.

٥٦ فَإِن تَوَلَّوۡاْ فَقَدۡ أَبۡلَغۡتُكُم مَّآ أُرۡسِلۡتُ بِهِۦٓ إِلَيۡكُمۡۚ وَيَسۡتَخۡلِفُ
أَلَمۡ تَرَ كَيۡفَ فَعَلَ رَبُّكَ بِأَصۡحَٰبِ ٱلۡفِيلِ ١ أَلَمۡ يَجۡعَلۡ
كَيۡدَهُمۡ فِي تَضۡلِيلٖ ٢ وَأَرۡسَلَ عَلَيۡهِمۡ طَيۡرًا أَبَابِيلَ ٣
يَحۡسَبُ أَنَّ مَالَهُۥٓ أَخۡلَدَهُۥ ٣ كَلَّاۖ لَيُنۢبَذَنَّ فِي ٱلۡحُطَمَةِ ٤

Extra Thawāb 3

Circle all the letters that have a sukūn.

هَلۡ تُجۡزَوۡنَ إِلَّا بِمَا كُنتُمۡ تَكۡسِبُونَ (٥٢) ۞ وَيَسۡتَنۢبِـُٔونَكَ
أَحَقٌّ هُوَۖ قُلۡ إِى وَرَبِّىٓ إِنَّهُۥ لَحَقّٞۖ وَمَآ أَنتُم بِمُعۡجِزِينَ (٥٣)

Enrichment 3

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

عَلَيۡكُمۡ	أَنۡعَمۡتَ	مَعَكُمۡ	أَتَأۡمُرُونَ
أَرۡجِهۡ	نِعۡمَتِيَ	تَعۡلَمُونَ	رَٰجِعُونَ

Worksheet 3c

Trace the letters to make words that have a sukūn.

رَ + بْ = رَبْ

سَ + لْ = سَلْ

مِ + نْ = مِنْ

بَ + لْ = بَلْ

لَ + مْ = لَمْ

إِ + نْ = إِنْ

قُ + لْ = قُلْ

كُ + لْ = كُلْ

Lesson 3 Assessment

Read all the letters in black below.

وَكَرِهُوا۟ رِضْوَٰنَهُۥ فَأَحْبَطَ أَعْمَٰلَهُمْ (٢٨) أَمْ حَسِبَ

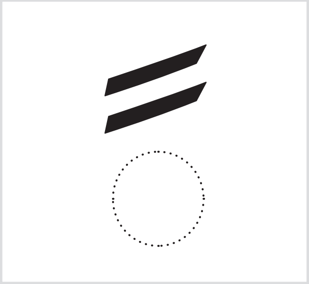
سَنُطِيعُكُمْ فِى بَعْضِ ٱلْأَمْرِ ۖ وَٱللَّهُ يَعْلَمُ إِسْرَارَهُمْ (٢٦)

بِهَا فِى ٱلدُّنْيَا وَتَزْهَقَ أَنفُسُهُمْ وَهُمْ كَٰفِرُونَ (٨٥) وَإِذَآ

ٱسْتَغْفِرْ لَهُمْ أَوْ لَا تَسْتَغْفِرْ لَهُمْ إِن تَسْتَغْفِرْ لَهُمْ سَبْعِينَ مَرَّةً

فَأَخَذَتْهُمُ ٱلصَّيْحَةُ بِٱلْحَقِّ فَجَعَلْنَٰهُمْ غُثَآءً ۚ فَبُعْدًا لِّلْقَوْمِ

Lesson 4.1: Fatḥah Tanwīn

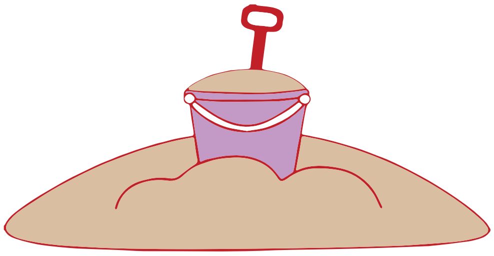


One day, fatḥah met her twin, and they became fatḥah tanwīn. Together, they make the "an" sound. Let's practice:

حًا مًا يًا

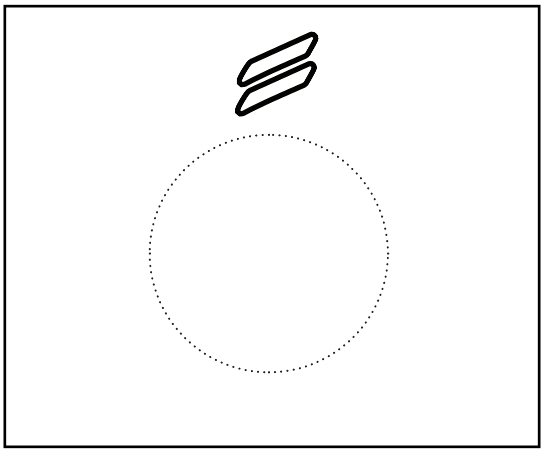
طًا قًا عًا

Tracing 4.1



تُرَابًا

(13:5)



ءًا بًا تًا ثًا

جًا حًا خًا دًا

ذًا رًا زًا سًا

شًا صًا ضًا طًا

ظًا عًا غًا فًا

قًا كًا لًا مًا

نًا هًا وًا يًا

Practice 4.1a

Circle all the letters with fatḥah tanwīn.

إِنۡ أَرَادَ بِكُمۡ سُوٓءًا أَوۡ أَرَادَ بِكُمۡ رَحۡمَةًۚ وَلَا يَجِدُونَ لَهُم مِّن دُونِ

أَحۡسَنَ وَتَفۡصِيلًا لِّكُلِّ شَيۡءٍ وَهُدًى وَرَحۡمَةً لَّعَلَّهُم بِلِقَآءِ

Practice 4.1b

Read the black letters in the Qurʾānic words below.

شُرَكَآءُ مُتَشَٰكِسُونَ وَرَجُلًا سَلَمًا لِّرَجُلٍ هَلۡ يَسۡتَوِيَانِ مَثَلًاۚ

وَلَوۡ جَعَلۡنَٰهُ مَلَكًا لَّجَعَلۡنَٰهُ رَجُلًا وَلَلَبَسۡنَا عَلَيۡهِم مَّا

(٤١) لَوۡ كَانَ عَرَضًا قَرِيبًا وَسَفَرًا قَاصِدًا لَّٱتَّبَعُوكَ

سُوًى (٥٨) قَالَ مَوۡعِدُكُمۡ يَوۡمُ ٱلزِّينَةِ وَأَن يُحۡشَرَ ٱلنَّاسُ ضُحًى

Extra Thawāb 4.1

Circle all the letters with fatḥah tanwīn.

وَإِن كَانُوٓاْ إِخۡوَةٗ رِّجَالٗا وَنِسَآءٗ فَلِلذَّكَرِ مِثۡلُ حَظِّ ٱلۡأُنثَيَيۡنِۗ

وَمِنكُم مَّن يُتَوَفَّىٰ مِن قَبۡلُۖ وَلِتَبۡلُغُوٓاْ أَجَلٗا مُّسَمّٗى وَلَعَلَّكُمۡ

Enrichment 4.1

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

مَالٗا وَوَلَدٗا ٣٩ فَعَسَىٰ رَبِّيٓ أَن يُؤۡتِيَنِ خَيۡرٗا مِّن جَنَّتِكَ وَيُرۡسِلَ

عَلَيۡهَا حُسۡبَانٗا مِّنَ ٱلسَّمَآءِ فَتُصۡبِحَ صَعِيدٗا زَلَقًا ٤٠ أَوۡ يُصۡبِحَ

Lesson 4.1 Assessment

Read all the letters in black below.

عَجَبًا ① يَهْدِيٓ إِلَى ٱلرُّشْدِ فَـَٔامَنَّا بِهِۦۖ وَلَن نُّشْرِكَ بِرَبِّنَآ أَحَدًا ②

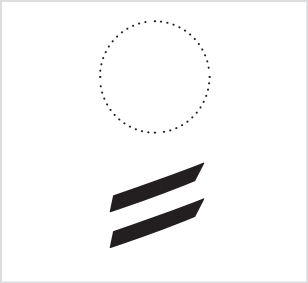
وَأَنَّهُۥ تَعَٰلَىٰ جَدُّ رَبِّنَا مَا ٱتَّخَذَ صَٰحِبَةً وَلَا وَلَدًا ③ وَأَنَّهُۥ كَانَ

ٱللَّهُ أَحَدًا ⑦ وَأَنَّا لَمَسْنَا ٱلسَّمَآءَ فَوَجَدْنَٰهَا مُلِئَتْ حَرَسًا

شَدِيدًا وَشُهُبًا ⑧ وَأَنَّا كُنَّا نَقْعُدُ مِنْهَا مَقَٰعِدَ لِلسَّمْعِۖ فَمَن

㉞ أَيَعِدُكُمْ أَنَّكُمْ إِذَا مِتُّمْ وَكُنتُمْ تُرَابًا وَعِظَٰمًا أَنَّكُم مُّخْرَجُونَ

Lesson 4.2: Kasra Tanwīn

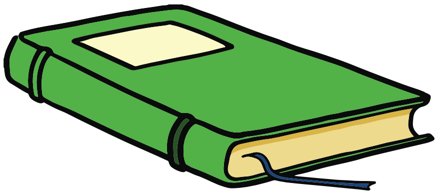


One day kasra met her twin,
and they became **kasra tanwīn**.
Together, they make the "**in**" sound.
Let's practice:

وٍ شٍ قٍ

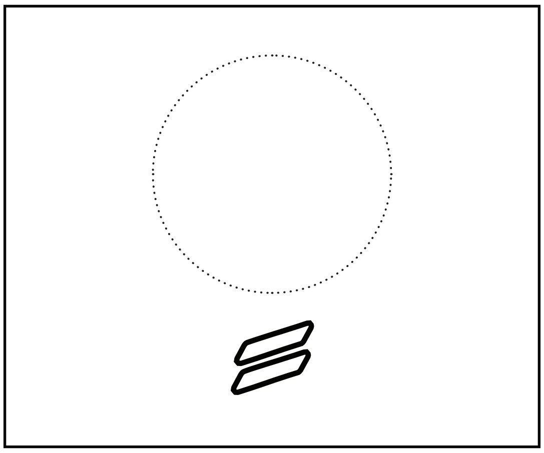
صٍ غٍ ظٍ

Tracing 4.2



كِتَابٍ

(3:81)



ءٍ بٍ تٍ ثٍ

جٍ حٍ خٍ دٍ

ذٍ رٍ زٍ سٍ

شٍ صٍ ضٍ طٍ

ظٍ عٍ غٍ فٍ

قٍ كٍ لٍ مٍ

نٍ هٍ وٍ يٍ

Practice 4.2a

Circle all the letters with fatḥah tanwīn in red and all the letters with kasra tanwīn in blue.

وَلَا تَأۡثِيمًا ٢٥ إِلَّا قِيلًا سَلَٰمًا سَلَٰمًا ٢٦ وَأَصۡحَٰبُ ٱلۡيَمِينِ مَآ أَصۡحَٰبُ
ٱلۡيَمِينِ ٢٧ فِي سِدۡرٍ مَّخۡضُودٍ ٢٨ وَطَلۡحٍ مَّنضُودٍ ٢٩ وَظِلٍّ مَّمۡدُودٍ

Practice 4.2b

Read the black letters in the Qurʾānic words below.

مِّن صِيَامٍ أَوۡ صَدَقَةٍ أَوۡ نُسُكٍ ۚ فَإِذَآ أَمِنتُمۡ فَمَن تَمَتَّعَ بِٱلۡعُمۡرَةِ إِلَى ٱلۡحَجِّ

حَسَنٍ وَأَنۢبَتَهَا نَبَاتًا حَسَنًا وَكَفَّلَهَا زَكَرِيَّا كُلَّمَا دَخَلَ عَلَيۡهَا

مِّنَّا وَٰحِدًا نَّتَّبِعُهُۥٓ إِنَّآ إِذًا لَّفِي ضَلَٰلٍ وَسُعُرٍ ٢٤ أَءُلۡقِيَ ٱلذِّكۡرُ عَلَيۡهِ

لَتَرۡكَبُنَّ طَبَقًا عَن طَبَقٍ ١٩ فَمَا لَهُمۡ لَا يُؤۡمِنُونَ ٢٠ وَإِذَا قُرِئَ

Extra Thawāb 4.2

Circle all the letters with fatḥah tanwīn in red and all the letters with kasra tanwīn in blue.

مِّن فِضَّةٍ وَأَكْوَابٍ كَانَتْ قَوَارِيرَا۠ (١٥) قَوَارِيرَا۠ مِن فِضَّةٍ قَدَّرُوهَا تَقْدِيرًا (١٦)

وَيُسْقَوْنَ فِيهَا كَأْسًا كَانَ مِزَاجُهَا زَنجَبِيلًا (١٧) عَيْنًا فِيهَا تُسَمَّىٰ سَلْسَبِيلًا

Enrichment 4.2

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

وَيُسْقَوْنَ فِيهَا كَأْسًا كَانَ مِزَاجُهَا زَنجَبِيلًا (١٧) عَيْنًا فِيهَا تُسَمَّىٰ سَلْسَبِيلًا

(٤١) فِي سَمُومٍ وَحَمِيمٍ (٤٢) وَظِلٍّ مِّن يَحْمُومٍ (٤٣) لَّا بَارِدٍ

Review 4.2

Practice reading the following words.

نُوحٍ

مَثَلاً

وَزَيْتُونًا

لُوطٍ

سَفَرَةٍ

وَعِنَبًا

غُلْبًا

مَكِينٍ

Lesson 4.2 Assessment

Read all the letters in black below.

غَيْرَ ذِى عِوَجٍ لَّعَلَّهُمْ يَتَّقُونَ (٢٨) ضَرَبَ ٱللَّهُ مَثَلًا رَّجُلًا فِيهِ

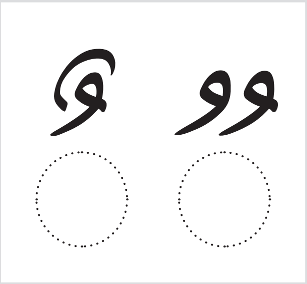
لِّأَسْجُدَ لِبَشَرٍ خَلَقْتَهُۥ مِن صَلْصَٰلٍ مِّنْ حَمَإٍ مَّسْنُونٍ (٣٣)

مُّكَرَّمَةٍ (١٣) مَّرْفُوعَةٍ مُّطَهَّرَةٍۭ (١٤) بِأَيْدِى سَفَرَةٍ (١٥) كِرَامٍۭ بَرَرَةٍ (١٦)

ٱمْرِئٍ مِّنْهُمْ يَوْمَئِذٍ شَأْنٌ يُغْنِيهِ (٣٧) وُجُوهٌ يَوْمَئِذٍ مُّسْفِرَةٌ

حَبًّا (٢٧) وَعِنَبًا وَقَضْبًا (٢٨) وَزَيْتُونًا وَنَخْلًا (٢٩) وَحَدَآئِقَ غُلْبًا (٣٠) وَفَٰكِهَةً

Lesson 4.3: Ḍammah Tanwīn

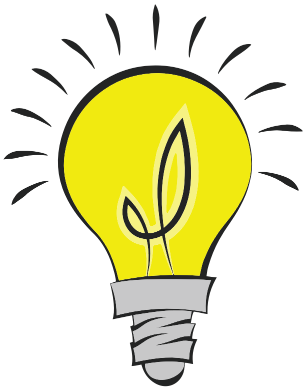


One day ḍammah met her twin,
and they became ḍammah tanwīn.
Together, they make the "un" sound.
Let's practice:

لٌ زٌ ذٌ

ضٌ ثٌ هٌ

Tracing 4.3



نُورٌ

(5:15)

وُ وو

ءُ بُ تُ ثُ

جُ حُ خُ دُ

ذُ رُ زُ سُ

شُ صُ ضُ طُ

ظُ عُ غُ فُ

قُ كُ لُ مُ

نُ هُ وُ يُ

Practice 4.3a

Circle all the letters with **fatḥah tanwīn** in red, **kasra tanwīn** in blue, and **ḍammah tanwīn** in green.

نَّاصِبَةٌ ٣ تَصْلَىٰ نَارًا حَامِيَةً ٤ تُسْقَىٰ مِنْ عَيْنٍ ءَانِيَةٍ ٥ لَّيْسَ

لَهُمْ طَعَامٌ إِلَّا مِن ضَرِيعٍ ٦ لَّا يُسْمِنُ وَلَا يُغْنِي مِن جُوعٍ ٧ وُجُوهٌ

Practice 4.3b

Read the black letters in the Qurʾānic words below.

قَالَتْ رَبِّ أَنَّىٰ يَكُونُ لِي وَلَدٌ وَلَمْ يَمْسَسْنِي بَشَرٌ ۖ قَالَ كَذَٰلِكِ

رَجُلٌ يُورَثُ كَلَالَةً أَوِ امْرَأَةٌ وَلَهُۥٓ أَخٌ أَوْ أُخْتٌ فَلِكُلِّ

وَإِن كُنتُم مَّرْضَىٰٓ أَوْ عَلَىٰ سَفَرٍ أَوْ جَآءَ أَحَدٌ مِّنكُم مِّنَ

مُؤْمِنًا خَطَـًٔا فَتَحْرِيرُ رَقَبَةٍ مُّؤْمِنَةٍ وَدِيَةٌ مُّسَلَّمَةٌ

Extra Thawāb 4.3

Circle all the letters with fatḥah tanwīn in red, kasra tanwīn in blue, and ḍammah tanwīn in green.

مِنكُم مَّرِيضًا أَوْ عَلَىٰ سَفَرٍ فَعِدَّةٌ مِّنْ أَيَّامٍ أُخَرَ ۚ وَعَلَى

ٱلَّذِينَ يُطِيقُونَهُۥ فِدْيَةٌ طَعَامُ مِسْكِينٍ ۖ فَمَن تَطَوَّعَ خَيْرًا

Enrichment 4.3

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

عَلَيْهِ مَلَكٌ ۖ وَلَوْ أَنزَلْنَا مَلَكًا لَّقُضِيَ ٱلْأَمْرُ ثُمَّ لَا يُنظَرُونَ ⑧

مِّنْهَا وَطَرًا زَوَّجْنَٰكَهَا لِكَيْ لَا يَكُونَ عَلَى ٱلْمُؤْمِنِينَ حَرَجٌ فِ

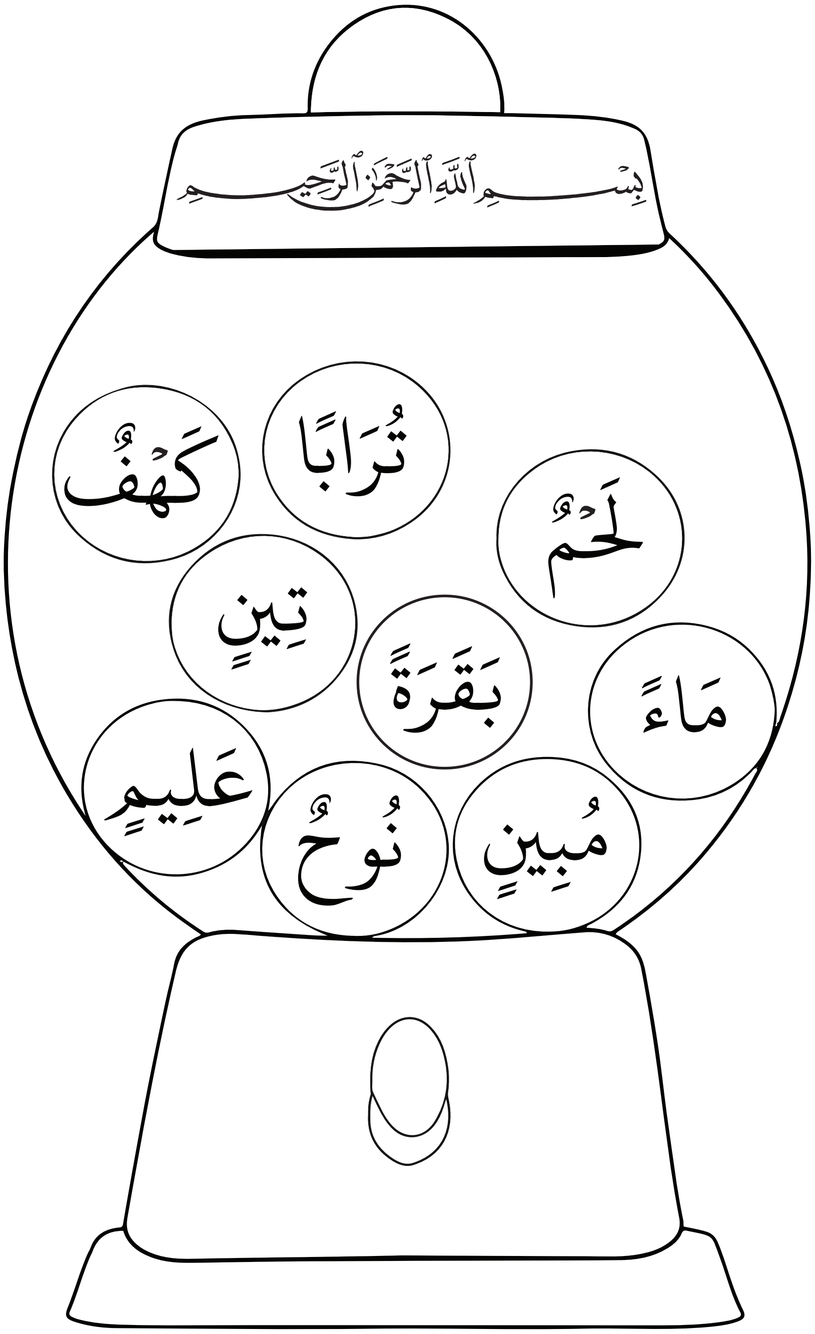
Worksheet 4.3

Color all the gumballs with fatḥah tanwīn in red, kasra tanwīn in blue, and ḍammah tanwīn in green. Then, write the words in the appropriate box.

Words with ◌ً

Words with ◌ٍ

Words with ◌ٌ


بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ
كَهْفٌ
تُرَابًا
لَحْمٌ
تِينٍ
بَقَرَةً
مَاءً
عَلِيمٍ
نُوحٌ
مُبِينٍ

Lesson 4.3 Review

Practice reading the following words.

خَٰشِعَةً

بَصِيرَةٌ

قِدَدًا

بِحِجَارَةٍ

هُمَزَةٍ

رَشَدًا

بَخْسًا

وَأَجْرٌ كَبِيرٌ

Lesson 4.3 Assessment

Read all the letters in black below.

٣٨ ضَاحِكَةٌ مُّسْتَبْشِرَةٌ ٣٩ وَوُجُوهٌ يَوْمَئِذٍ عَلَيْهَا غَبَرَةٌ ٤٠

قَبْلَهُمْ قَوْمُ نُوحٍ فَكَذَّبُوا۟ عَبْدَنَا وَقَالُوا۟ مَجْنُونٌ وَٱزْدُجِرَ ٩ فَدَعَا

تَظْلِم مِّنْهُ شَيْـًٔا ۚ وَفَجَّرْنَا خِلَٰلَهُمَا نَهَرًا ٣٣ وَكَانَ لَهُۥ ثَمَرٌ فَقَالَ

إِلَّا مَلَكٌ كَرِيمٌ ٣١ قَالَتْ فَذَٰلِكُنَّ ٱلَّذِى لُمْتُنَّنِى فِيهِ ۖ وَلَقَدْ رَٰوَدتُّهُۥ

وَلَا نَصَبٌ وَلَا مَخْمَصَةٌ فِى سَبِيلِ ٱللَّهِ وَلَا يَطَـُٔونَ مَوْطِئًا

Lesson 5: Shaddah

ّ

Salāmun ʿalaykum! Meet my friend **shaddah**. It looks like a double "u" because it doubles the sound of the letter below it. Let's practice:

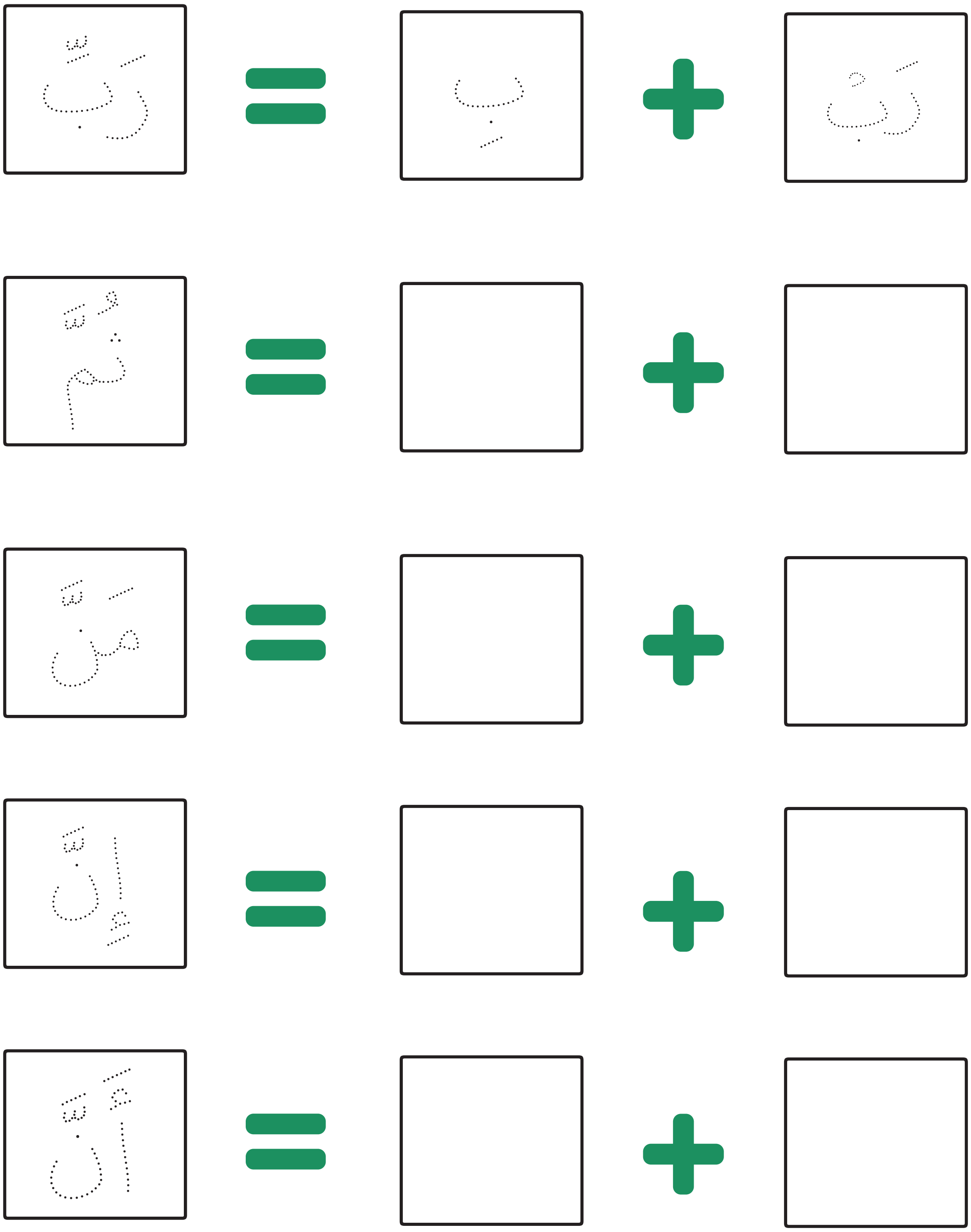
رَبْ + بَ = رَبَّ

رَبْ + بِ = رَبِّ

رَبْ + بُ = رَبُّ

Worksheet 5a

For each row, trace the letters, filling the blank boxes with the appropriate letter, read the individual letters, and then read the combined Qurʾānic word.



Practice 5a

Circle all the letters that have a shaddah.

مِّنَّا وَٰحِدًا نَّتَّبِعُهُۥٓ إِنَّآ إِذًا لَّفِى ضَلَـٰلٍ وَسُعُرٍ ٢٤ أَءُلْقِىَ ٱلذِّكْرُ عَلَيْهِ

مِنۢ بَيْنِنَا بَلْ هُوَ كَذَّابٌ أَشِرٌ ٢٥ سَيَعْلَمُونَ غَدًا مَّنِ ٱلْكَذَّابُ ٱلْأَشِرُ

Practice 5b

Read the black letters in the Qurʾānic words below.

وَحُصِّلَ مَا فِى ٱلصُّدُورِ ١٠ إِنَّ رَبَّهُم بِهِمْ يَوْمَئِذٍ لَّخَبِيرٌۢ ١١

سَبِّحِ ٱسْمَ رَبِّكَ ٱلْأَعْلَى ١ ٱلَّذِى خَلَقَ فَسَوَّىٰ ٢ وَٱلَّذِى قَدَّرَ فَهَدَىٰ

لِلْيُسْرَىٰ ٨ فَذَكِّرْ إِن نَّفَعَتِ ٱلذِّكْرَىٰ ٩ سَيَذَّكَّرُ مَن يَخْشَىٰ ١٠

ٱلَّذِى كُنتُم بِهِۦ تُكَذِّبُونَ ١٧ كَلَّآ إِنَّ كِتَـٰبَ ٱلْأَبْرَارِ لَفِى عِلِّيِّينَ ١٨

Extra Thawāb 5

Circle all the letters that have a shaddah.

ٱلْفُجَّارِ لَفِى سِجِّينٍ (٧) وَمَآ أَدْرَىٰكَ مَا سِجِّينٌ (٨) كِتَٰبٌ مَّرْقُومٌ (٩)
وَيْلٌ يَوْمَئِذٍ لِّلْمُكَذِّبِينَ (١٠) ٱلَّذِينَ يُكَذِّبُونَ بِيَوْمِ ٱلدِّينِ (١١) وَمَا يُكَذِّبُ

Enrichment 5

Read the black letters in the Qurʾānic words below aloud. Then, choose one word, and practice writing it on the dotted line below.

وَلَٰكِنَّكُمْ فَتَنتُمْ أَنفُسَكُمْ وَتَرَبَّصْتُمْ وَٱرْتَبْتُمْ وَغَرَّتْكُمُ ٱلْأَمَانِىُّ

مِّنْهُمْ فَٰسِقُونَ (١٦) ٱعْلَمُوٓا۟ أَنَّ ٱللَّهَ يُحْىِ ٱلْأَرْضَ بَعْدَ مَوْتِهَا ۚ قَدْ بَيَّنَّا

Worksheet 5b

For each row, trace the letters, and fill the empty boxes using the Word Bank below.

رَبِّ	=	بِ	+	بْ	+	رَ
	=	نَ	+	نْ	+	جَ
	=	رِ	+	رْ	+	شَ
	=	مُ	+	مْ	+	أُ
	=	قُ	+	قْ	+	حَ

Word Bank

حَقُّ شَرِّ أُمُّ جَنَّ

Worksheet 5c

Circle the words from the Word Bank in these lines from the Qurʾān. Then, read them.

وَلَوْ تَرَىٰٓ إِذِ ٱلْمُجْرِمُونَ نَاكِسُوا۟ رُءُوسِهِمْ عِندَ رَبِّهِمْ
رَبَّنَآ أَبْصَرْنَا وَسَمِعْنَا فَٱرْجِعْنَا نَعْمَلْ صَٰلِحًا إِنَّا مُوقِنُونَ
١٢ وَلَوْ شِئْنَا لَءَاتَيْنَا كُلَّ نَفْسٍ هُدَىٰهَا وَلَٰكِنْ حَقَّ
ٱلْقَوْلُ مِنِّى لَأَمْلَأَنَّ جَهَنَّمَ مِنَ ٱلْجِنَّةِ وَٱلنَّاسِ أَجْمَعِينَ
١٣ فَذُوقُوا۟ بِمَا نَسِيتُمْ لِقَآءَ يَوْمِكُمْ هَٰذَآ إِنَّا نَسِينَٰكُمْ ۖ

Word Bank

رَبَّنَآ كُلَّ إِنَّا حَقَّ
جَهَنَّمَ مِنِّى رَبِّهِمْ

Review 5a

Practice reading the following words.

صَدَّق

أُحْصِنَّ

لِلْمُتَّقِينَ

أُمَّةٌ

رَبِّهِمْ

إِنَّكَ

مِلَّةَ

فَيَتَّبِعُونَ

Review 5b

Match each lock with the correct keys.

بِأَنَّ رَبَّكَ أَوۡحَىٰ لَهَا

يَوۡمَئِذٖ تُحَدِّثُ أَخۡبَارَهَا

ثُمَّ رَدَدۡنَٰهُ أَسۡفَلَ سَٰفِلِينَ

مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَىٰ

وَوَجَدَكَ ضَآلّٗا فَهَدَىٰ

Lesson 5 Assessment

Read all the letters in black below.

وَمَا طَحَىٰهَا (٦) وَنَفْسٍ وَمَا سَوَّىٰهَا (٧) فَأَلْهَمَهَا فُجُورَهَا

إِنَّ سَعْيَكُمْ لَشَتَّىٰ (٤) فَأَمَّا مَنْ أَعْطَىٰ وَٱتَّقَىٰ (٥) وَصَدَّقَ بِٱلْحُسْنَىٰ (٦)

دُكَّتِ ٱلْأَرْضُ دَكًّا دَكًّا (٢١) وَجَآءَ رَبُّكَ وَٱلْمَلَكُ صَفًّا صَفًّا (٢٢)

وَتَقْوَىٰهَا (٨) قَدْ أَفْلَحَ مَن زَكَّىٰهَا (٩) وَقَدْ خَابَ مَن دَسَّىٰهَا

عَذَابٍ (١٣) إِنَّ رَبَّكَ لَبِٱلْمِرْصَادِ (١٤) فَأَمَّا ٱلْإِنسَٰنُ إِذَا مَا ٱبْتَلَىٰهُ

MEMORIZATION SŪRAHS

Imām aṣ-Ṣādiq (ʿa): One who memorizes the Qurʾān and acts upon it will be with the noble and righteous angels and Prophets.

Review sūrahs you have memorized until now, and memorize new sūrahs.

Sūrah al-ʿAṣr (103)

سُورَةُ العَصۡرِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

وَٱلۡعَصۡرِ ١ إِنَّ ٱلۡإِنسَٰنَ لَفِى خُسۡرٍ ٢ إِلَّا ٱلَّذِينَ ءَامَنُواْ
وَعَمِلُواْ ٱلصَّٰلِحَٰتِ وَتَوَاصَوۡاْ بِٱلۡحَقِّ وَتَوَاصَوۡاْ بِٱلصَّبۡرِ ٣

Sūrah al-ʿAṣr

In the Name of Allah, the All-Beneficent, the All-Merciful

1. [I swear] By time!
2. Man is indeed in loss,
3. except those who have faith and do righteous deeds, and encourage one another to [follow] the truth, and encourage one another to be patient.

Sūrah al-Fīl (105)

سُورَةُ ٱلْفِيلِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

أَلَمۡ تَرَ كَيۡفَ فَعَلَ رَبُّكَ بِأَصۡحَٰبِ ٱلۡفِيلِ (١) أَلَمۡ يَجۡعَلۡ
كَيۡدَهُمۡ فِي تَضۡلِيلٖ (٢) وَأَرۡسَلَ عَلَيۡهِمۡ طَيۡرًا أَبَابِيلَ (٣)
تَرۡمِيهِم بِحِجَارَةٖ مِّن سِجِّيلٖ (٤) فَجَعَلَهُمۡ كَعَصۡفٖ مَّأۡكُولِۭ (٥)

Sūrah al-Fīl

In the Name of Allah, the All-Beneficent, the All-Merciful

1. Have you not regarded how your Lord dealt with the army of the elephants?
2. Did He not make their stratagems go awry,
3. and send against them flocks of birds
4. pelting them with stones of shale,
5. thus making them like chewed-up straw?

Sūrah Quraysh (106)

سُورَةُ قُرَيۡشٍ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

لِإِيلَٰفِ قُرَيۡشٍ ١ إِۦلَٰفِهِمۡ رِحۡلَةَ ٱلشِّتَآءِ وَٱلصَّيۡفِ
٢ فَلۡيَعۡبُدُواْ رَبَّ هَٰذَا ٱلۡبَيۡتِ ٣ ٱلَّذِيٓ أَطۡعَمَهُم
مِّن جُوعٖ وَءَامَنَهُم مِّنۡ خَوۡفِۭ ٤

Sūrah Quraysh

In the Name of Allah, the All-Beneficent, the All-Merciful

1. [In gratitude] for solidarity among the Quraysh,
2. their solidarity during winter and summer journeys,
3. let them worship the Lord of this House,
4. who has fed them [and saved them] from hunger, and secured them from fear.

Sūrah al-Māʿūn (107)

سُورَةُ ٱلْمَاعُونِ

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

أَرَءَيْتَ ٱلَّذِى يُكَذِّبُ بِٱلدِّينِ (١) فَذَٰلِكَ ٱلَّذِى يَدُعُّ
ٱلْيَتِيمَ (٢) وَلَا يَحُضُّ عَلَىٰ طَعَامِ ٱلْمِسْكِينِ (٣) فَوَيْلٌ
لِّلْمُصَلِّينَ (٤) ٱلَّذِينَ هُمْ عَن صَلَاتِهِمْ سَاهُونَ
(٥) ٱلَّذِينَ هُمْ يُرَآءُونَ (٦) وَيَمْنَعُونَ ٱلْمَاعُونَ (٧)

Sūrah al-Māʿūn

In the Name of Allah, the All-Beneficent, the All-Merciful

1. Did you see him who denies the Retribution?
2. That is the one, who drives away the orphan,
3. and does not urge the feeding of the needy.
4. Woe to those who pray
5. but are heedless of their prayers
6. —those who show off
7. but deny aid.

Sūrah an-Naṣr (110)

سُورَةُ النَّصۡرِ

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

إِذَا جَآءَ نَصۡرُ ٱللَّهِ وَٱلۡفَتۡحُ ١ وَرَأَيۡتَ ٱلنَّاسَ
يَدۡخُلُونَ فِي دِينِ ٱللَّهِ أَفۡوَاجٗا ٢ فَسَبِّحۡ بِحَمۡدِ رَبِّكَ
وَٱسۡتَغۡفِرۡهُۚ إِنَّهُۥ كَانَ تَوَّابَۢا ٣

Sūrah an-Naṣr

In the Name of Allah, the All-Beneficent, the All-Merciful

1. When Allah’s help comes with victory,
2. and you see the people entering Allah’s religion in throngs,
3. celebrate the praise of your Lord, and plead to Him for forgiveness. Indeed, He is all-clement.

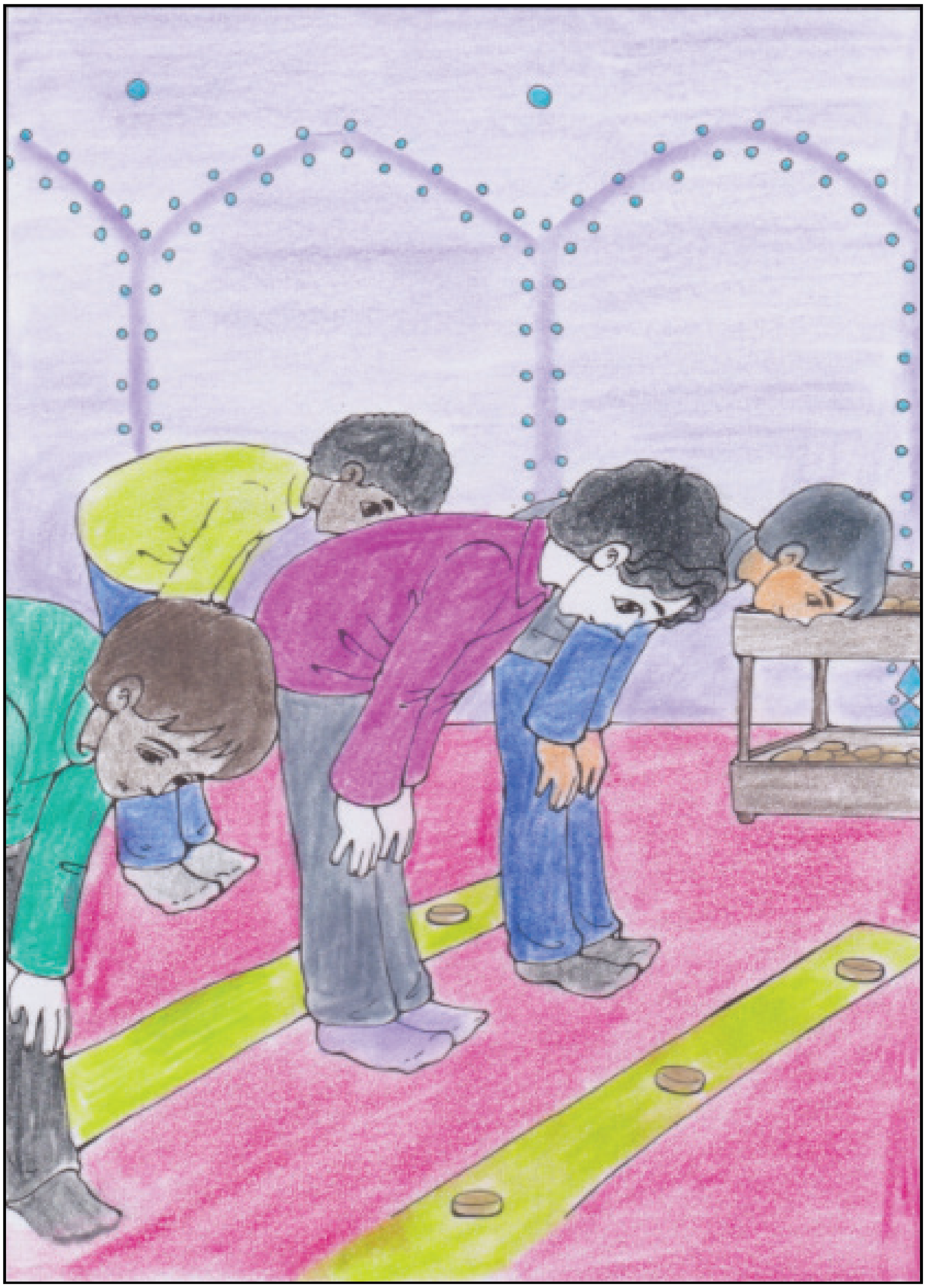
LIVING WITH THE QURʾĀN

There has certainly come to you an advice from your Lord, a cure for what is in the chests, guidance and mercy for the faithful (10:57).

The Qurʾān is a living miracle. The verses you will learn in this section of the book will help you live according to the guidance of Allah on a daily basis.

Note for teachers: In order to help you prepare your lessons in this section, please download the Teachers Guide pdf for free from our website www.kisakids.org

LESSON 1: CONGREGATIONAL (JAMĀʿAH) PRAYERS



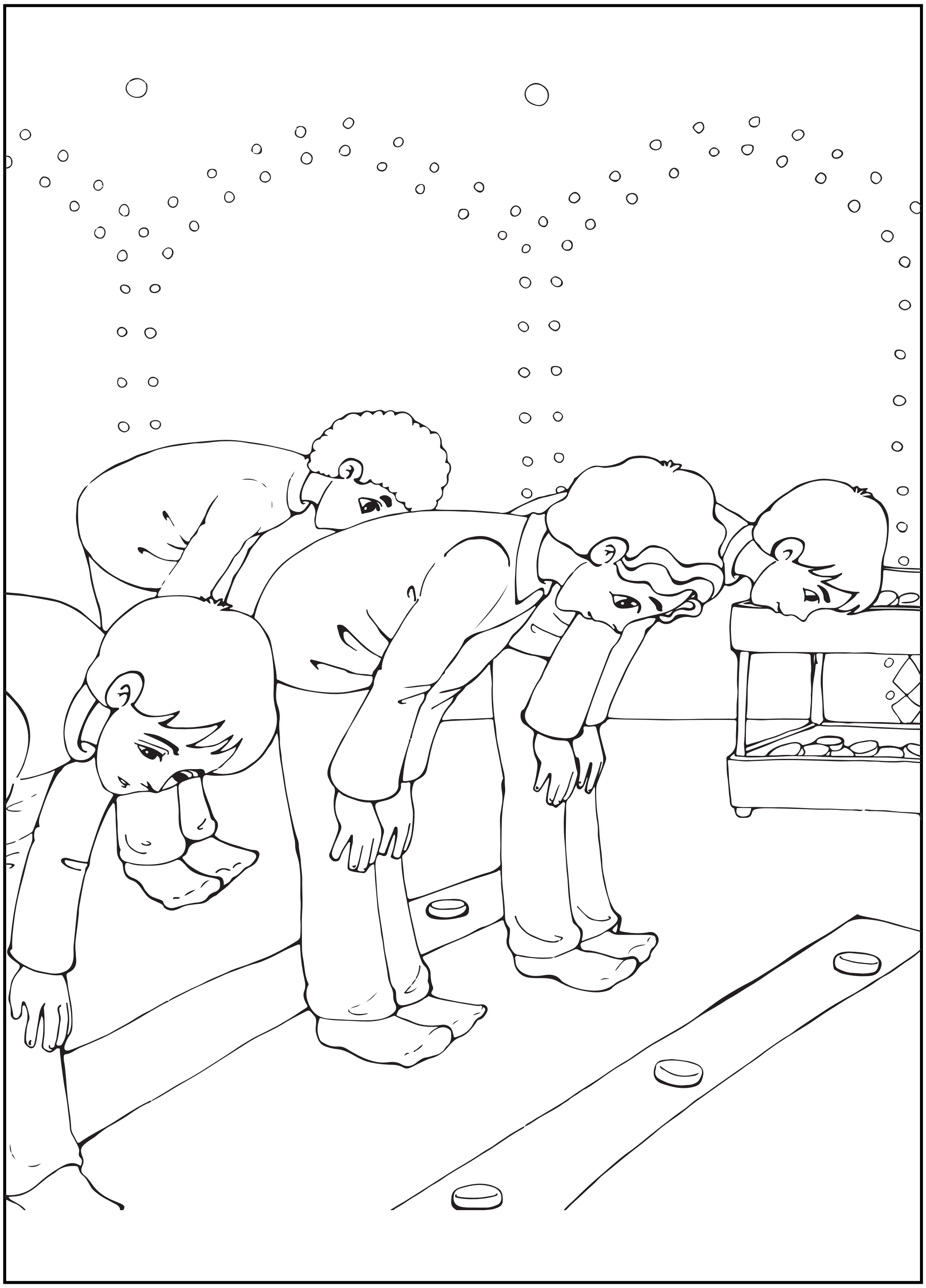
And bow down with those who bow down in worship

Sūrah al-Baqarah, Verse 43
(2:43)

﴿وَارْكَعُوا مَعَ الرَّاكِعِينَ﴾

Warkaʿū maʿar-rākiʿīn

LESSON 1: CONGREGATIONAL (JAMĀʿAH) PRAYERS



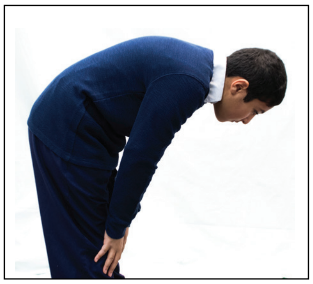
And bow down with those who bow down in worship

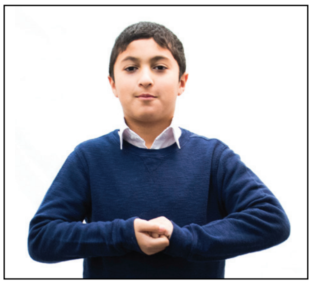
Sūrah al-Baqarah, Verse 43
(2:43)

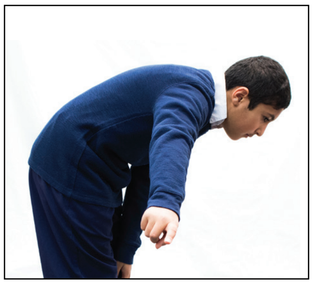
﴿وَارْكَعُوا مَعَ الرَّاكِعِينَ﴾

Warkaʿū maʿar-rākiʿīn

LET’S SIGN!


Do rukūʿ
(Warkaʿū - and bow down)


Bring two hands together
(Maʿar - with)

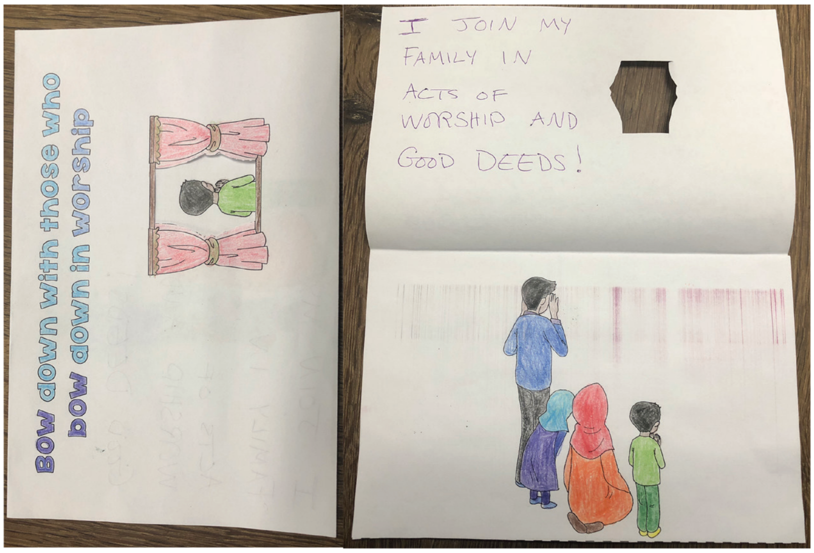

Do rukūʿ while pointing to others around you
(rākiʿīn - those who bow down in worship)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
With	وَ
Those who bow down (in worship)	اِرْكَعُوا
Bow down	مَعَ
And	اَلرَّاكِعِينَ

Lesson 1: Congregational (Jama’at) Prayers


Bow down with those who bow down in worship
I JOIN MY FAMILY IN ACTS OF WORSHIP AND GOOD DEEDS!

Objective: Children will learn that we can do good deeds as a family

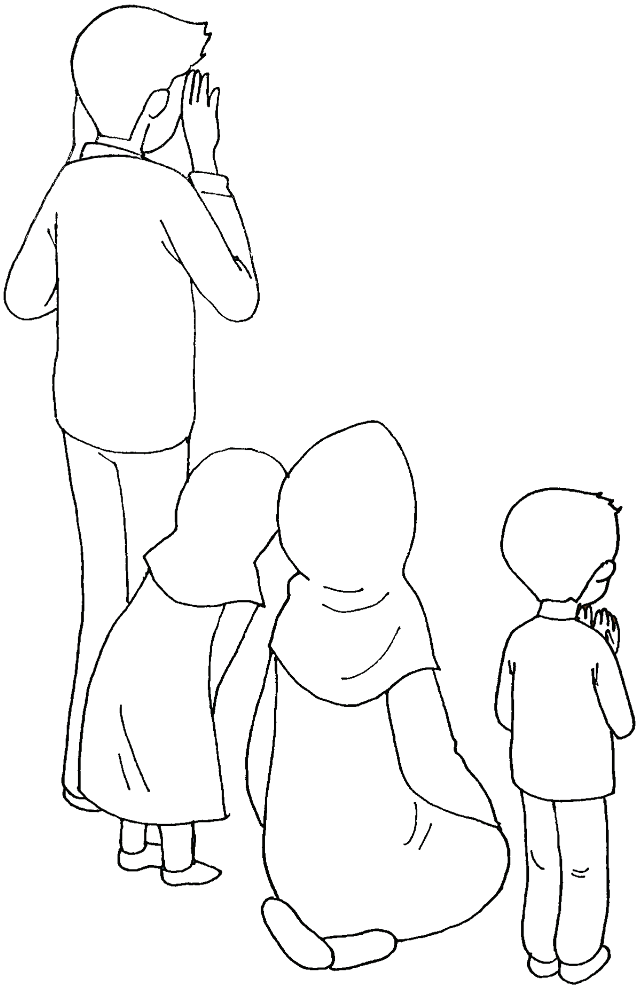
Time: 35 minutes

Suggested Ages: 5+

Materials:
- Worshiping family template
- Window frame template
- Glue
- Scissors
- Markers/color pencils

Procedures:

1. **SAY:** Salāmun ʿalaykum! We can see that worshipping Allah along with others has a lot more blessings in it. Who are the people we can pray with everyday?
2. **SAY:** Yes! We can pray with our families everyday and help each other to pray on time and correctly. What are other acts of worship we can do together with our families?
3. **SAY:** Great responses! We can read Qurʾān together, we can recite different duʿās together, or keep mustaḥab fasts together, and many other things. What are some other things we can do with our families that can help us be better Muslims?
4. **SAY:** Wonderful responses. We can volunteer in the community with our families, help each other with chores, and just spend time together to make each other feel comforted.
5. **SAY:** Today we will be making a nice card that will help us to remember the importance of togetherness with our families in our Islamic duties, inshāʾAllāh.
6. At this time hand out the worshipping family template.
7. Have the children color the picture of the family. While they are coloring you can guide them in thinking about the importance of worship as a family activity.
8. Have the children cut off the excess paper at the dotted line.
9. Next hand out the window frame template. Have the children color the ayat and the borders around the window and edges.
10. Then the children should cut out the window in the card.
11. Next the children should fold the card in half at the solid line.
12. Then have the children glue the family picture inside the card so that the little boy is showing through the window.
13. Finally have the children open the card and in the blank space above the picture have them write: I join my family in acts of worship and good deeds.



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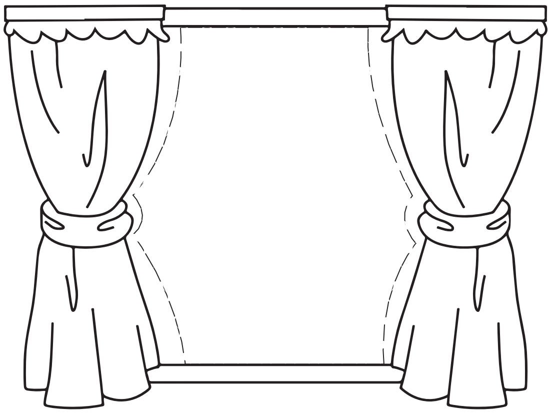
Bow down with those who bow down in worship



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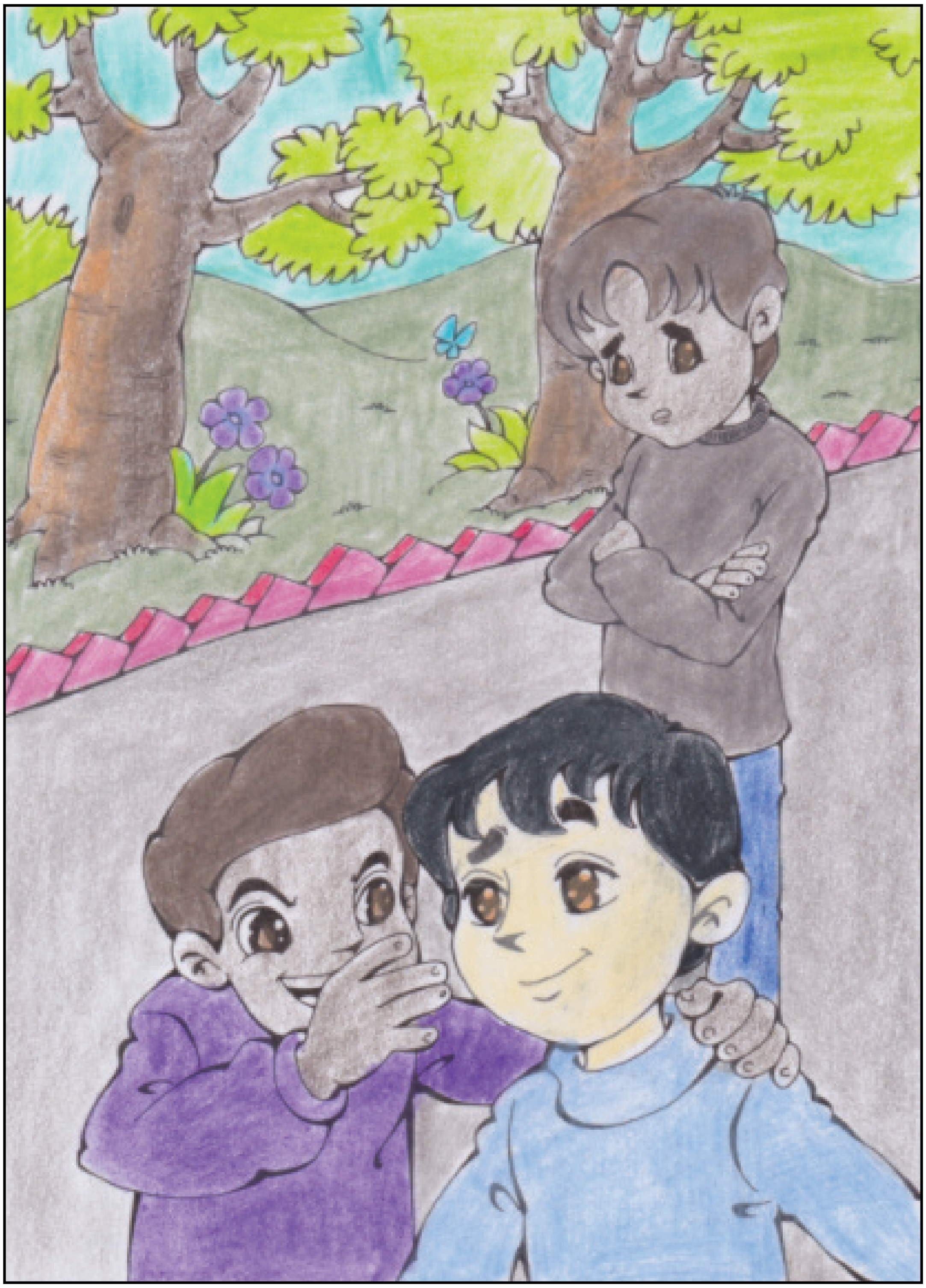
LESSON 2: WHISPERING



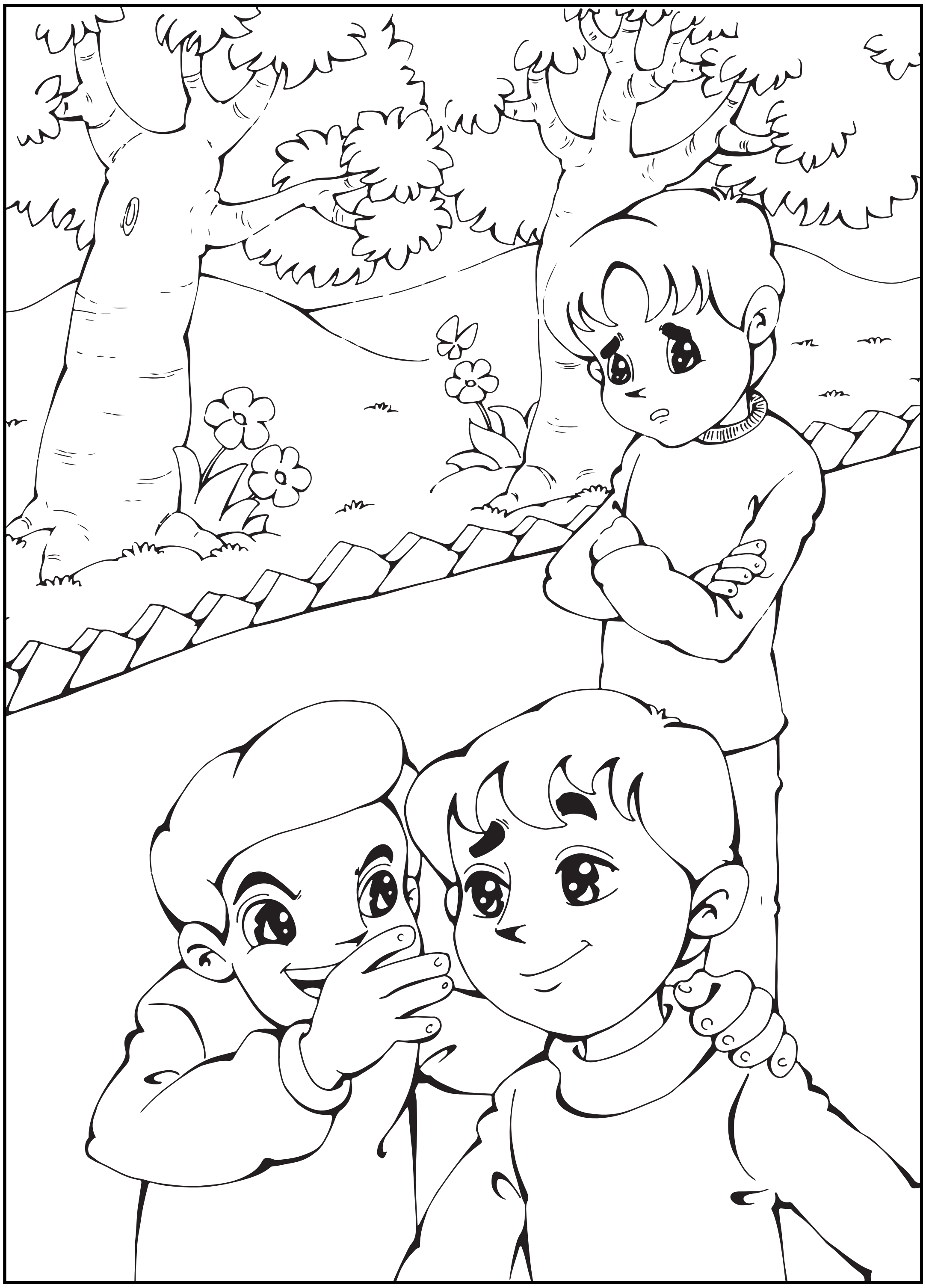
Indeed,
(evil)
whispering
is from
Shaytān

Sūrah al-Mujādilah, Verse 10
(58:10)

﴿إِنَّمَا النَّجْوَىٰ مِنَ الشَّيْطَانِ﴾

Innaman-najwā minash-Shayṭān

LESSON 2: WHISPERING



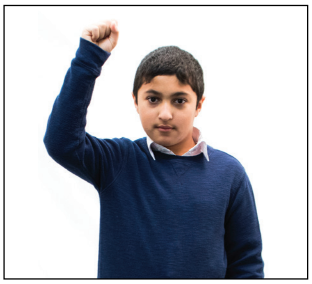
Indeed, (evil) whispering is from Shaytān

Sūrah al-Mujādilah, Verse 10
(58:10)

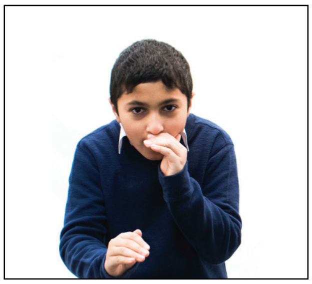
﴿إِنَّمَا النَّجْوَىٰ مِنَ الشَّيْطَانِ﴾

Innaman-najwā minash-Shayṭān

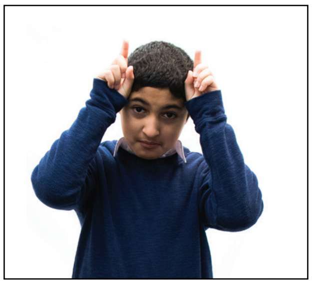
LET'S SIGN!



Victory with fist
(Innaman - indeed)



Pretend to whisper to someone
(Najwā - (evil) whispering)



Place two fingers on head to make a devil
(Minash-Shayṭān - is from Shayṭān)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
From	إِنَّمَا
Shayṭān	اَلنَّجْوٰى
Whispering	مِنَ
Indeed	اَلشَّيْطَانِ

Lesson 2: Whispering

Objective: Students will learn why we should not whisper around others.

Time: 30 minutes

Suggested Ages: 5+

Materials:

- A group of students

Project: Role Play Activity

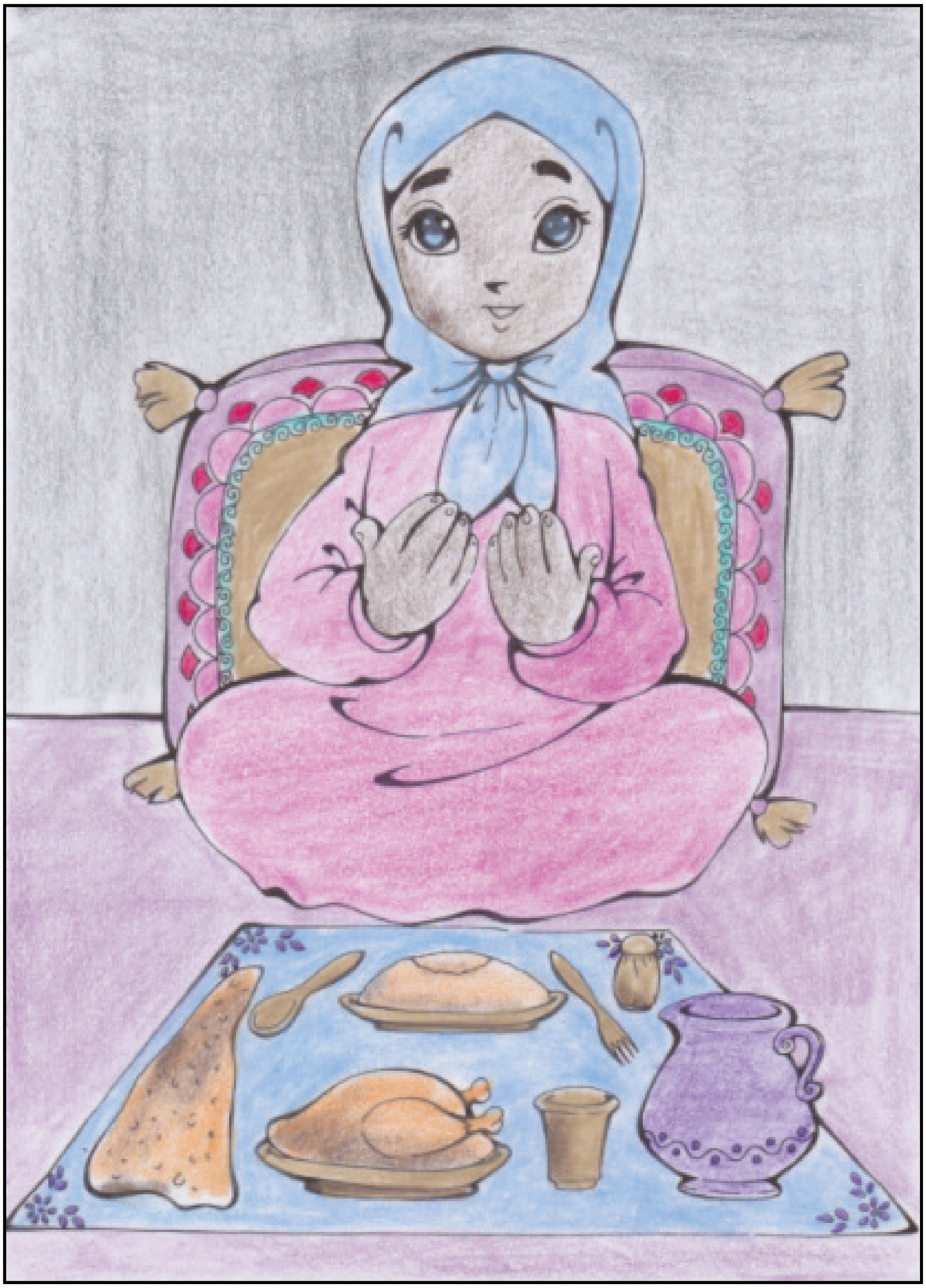
Lesson: There are times when we need to speak in a whisper because we don't want to disturb others, like when we are at the masjid. At such times, it is good to whisper and talk quietly. However, there are times when whispering isn't a good thing.

Suppose there is a group of people sitting in a gathering, talking and enjoying their time together. If a few people start to whisper to one another and leave someone out, that person might feel sad. It is rude to whisper in front of others in this way, and it can also hurt someone's feelings. In the verse from the lesson, Allah (swt) is talking about this kind of whispering, the evil whispering that Shayṭān likes. We should make sure we don't do this kind of whispering and make sure we are considerate of those around us. Today, we are going to do an activity that will show us what it feels like when people whisper in front of us.

Procedure:

1. Divide the students into groups of three or four.
2. In each group, have two or three of the students whisper to each other while one is left out.
3. From each group, ask the student who was left out to describe how they felt while the others were whispering to each other. Have the students discuss their feelings.
4. Explain to the students how this kind of whispering can hurt a person's feelings, and that Allah (swt) doesn't like when we hurt someone's feelings.

LESSON 3: BEING THANKFUL TO ALLAH



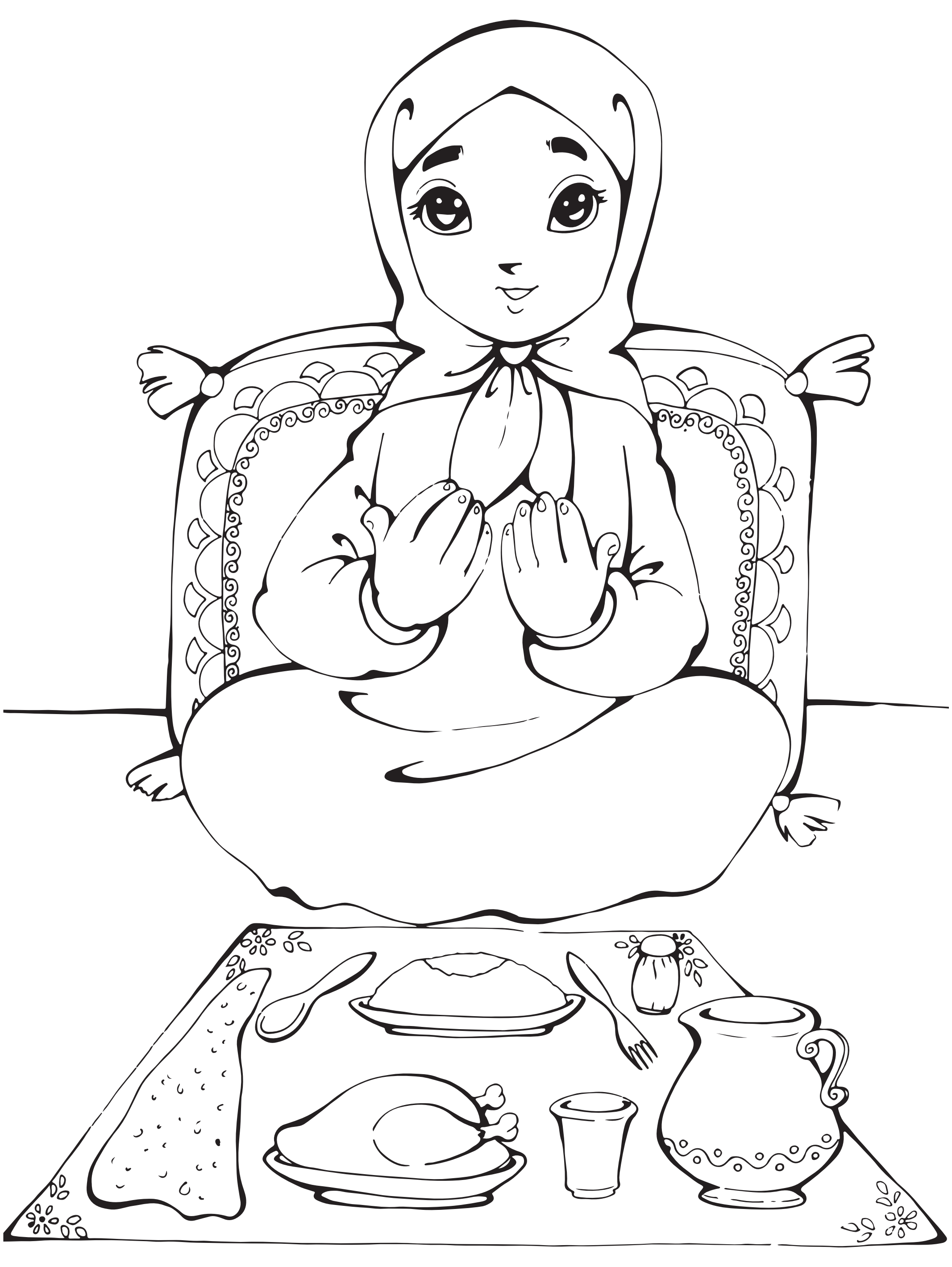
If you are thankful (to Allah), then I will give you more

Sūrah Ibrāhīm, Verse 7 (14:7)

﴿لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ﴾

Laʾin shakartum laʾazīdannakum

LESSON 3: BEING THANKFUL TO ALLAH



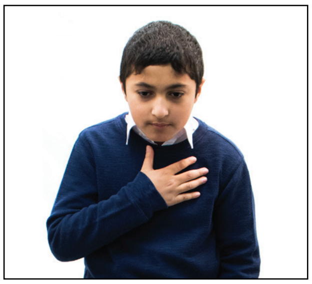
If you are thankful (to Allah), then I will give you more

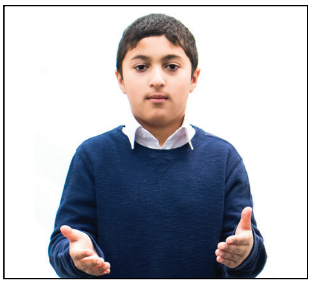
Sūrah Ibrāhīm, Verse 7 (14:7)

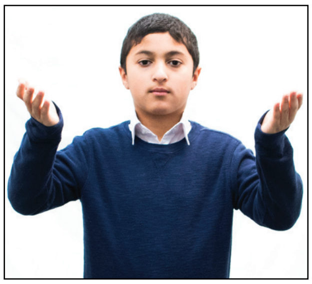
﴿لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ﴾

La'in shakartum la'azīdannakum

LET’S SIGN!


Hand on chest and bow
(Laʾin shakartum - if you are thankful (to Allah))


Taking hands up levels
(Laʾazīdannakum - then I will give you more)

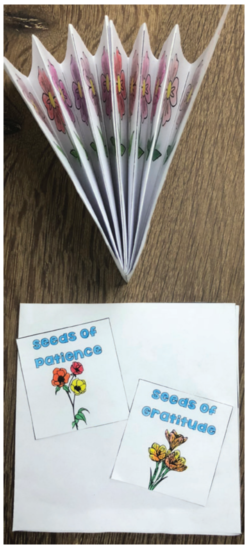

Taking hands up levels
(Laʾazīdannakum - then I will give you more)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
I will give you more	إِنْ
If	شَكَرْتُمْ
You are thankful	أَزِيدَنَّكُمْ

Lesson 3: Being Thankful to Allah



Objective: Children will learn that gratitude goes hand in hand with patience and that these traits are a means of growing closer to Allah

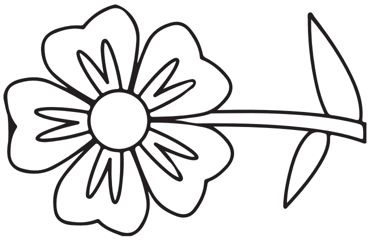
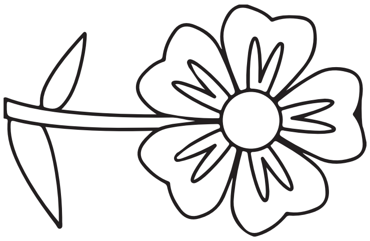
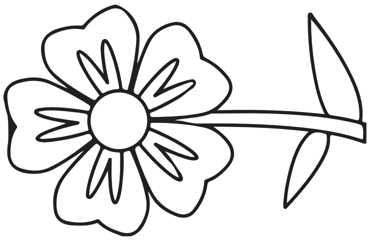
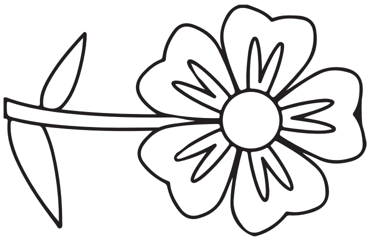
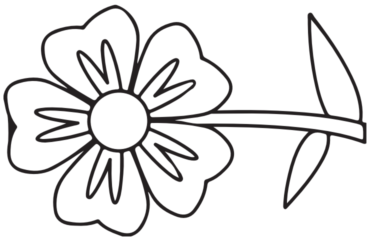
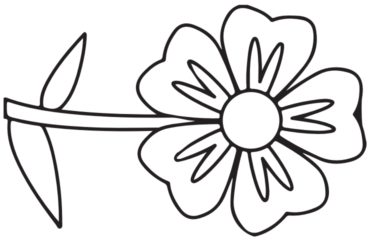
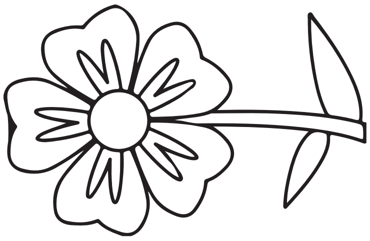
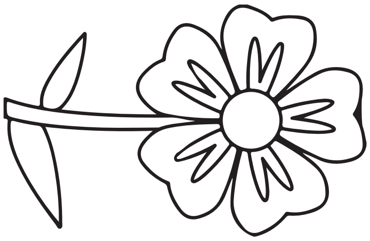
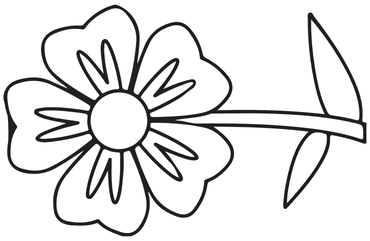
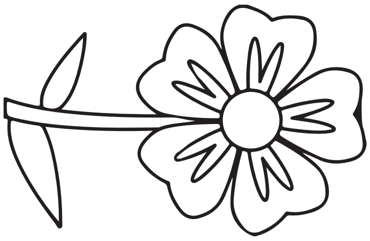
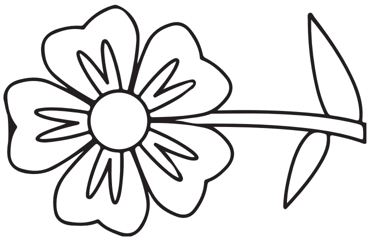
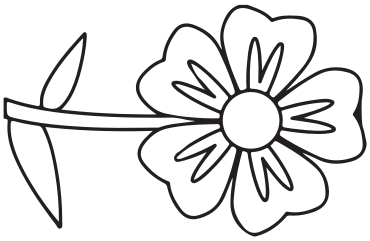
Time: 40 minutes

Suggested Ages: 5+

Materials:
- Garden fan template
- Seeds of Patience and Seeds of Gratitude template
- Glue
- Scissors
- Markers/ color pencils

Procedures:

1. **SAY:** We just learned the story of Prophet Ayyūb (ʿa) and how he was grateful to Allah (swt). No matter how much Allah (swt) tested him, Prophet Ayyūb (ʿa) kept thanking Allah (swt)! But what else helped Prophet Ayyūb (ʿa) when he was tested? (Wait for responses)
2. **SAY:** Yes! Prophet Ayyūb (ʿa) was very patient. Being patient helped Prophet Ayyūb (ʿa) remember to always be grateful to Allah (swt). What happens when we become impatient?
3. **SAY:** When we become impatient then we begin to complain. And often when we complain, it means that we are not grateful and our relationship with Allah (swt) might get weaker. For example, when we are not grateful to the our parents, how does that affect our relationship?
4. **SAY:** Yes, complaining and being ungrateful makes the people around us upset. The same way, complaining and being ungrateful would make us ungrateful servants of Allah (swt). So, inshāʾAllāh, with patience we can all remain grateful to Allah (swt) and receive His blessings.
5. **SAY:** Today we will make a project that will help us remember to be both patient and grateful and will hopefully help us to earn more blessings from Allah (swt).
6. At this time hand out the garden fan template. Have the children color in the flowers and decorate their garden.
7. The row of lines running perpendicular to the length of the page are the fold lines of the fan.
8. The first fold should be folded over. The second should be folded back and so on until the flowers are all tucked within an accordion fold.
9. Once the children have their accordian fold they should locate the center line and fold their accordion in half forming the fan.
10. Glue the two halves together to form the whole fan.
11. Press the fan closed to make it flat and set it aside under something heavy.
12. Next hand out the seeds of patience and the seeds of gratitude template. This template also has two rectangles labelled rectangle 1 and rectangle 2.
13. Have the children color and decorate the rectangles and seed packets.
14. Next have the children cut out all of the components.
15. Have the children fold rectangle 1 in half along the solid line. Then have the children tape the sides together leaving the top open to form a pocket.
16. After their pocket is ready, have the children glue their seed packets to the front of their pocket and set the pocket aside.
17. Then have the children take rectangle 2 and fold it in half along the solid line. This will be the card frame that will hold the garden fan.
18. Have the children tuck the fold of the garden fan into the fold of rectangle 2.
19. Then have the children glue the last panel on each side of the fan onto the frame of rectangle 2.
20. Finally, have the children slip the garden fans into the pockets.

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1

Seeds of
Gratitude

Seeds of
Patience

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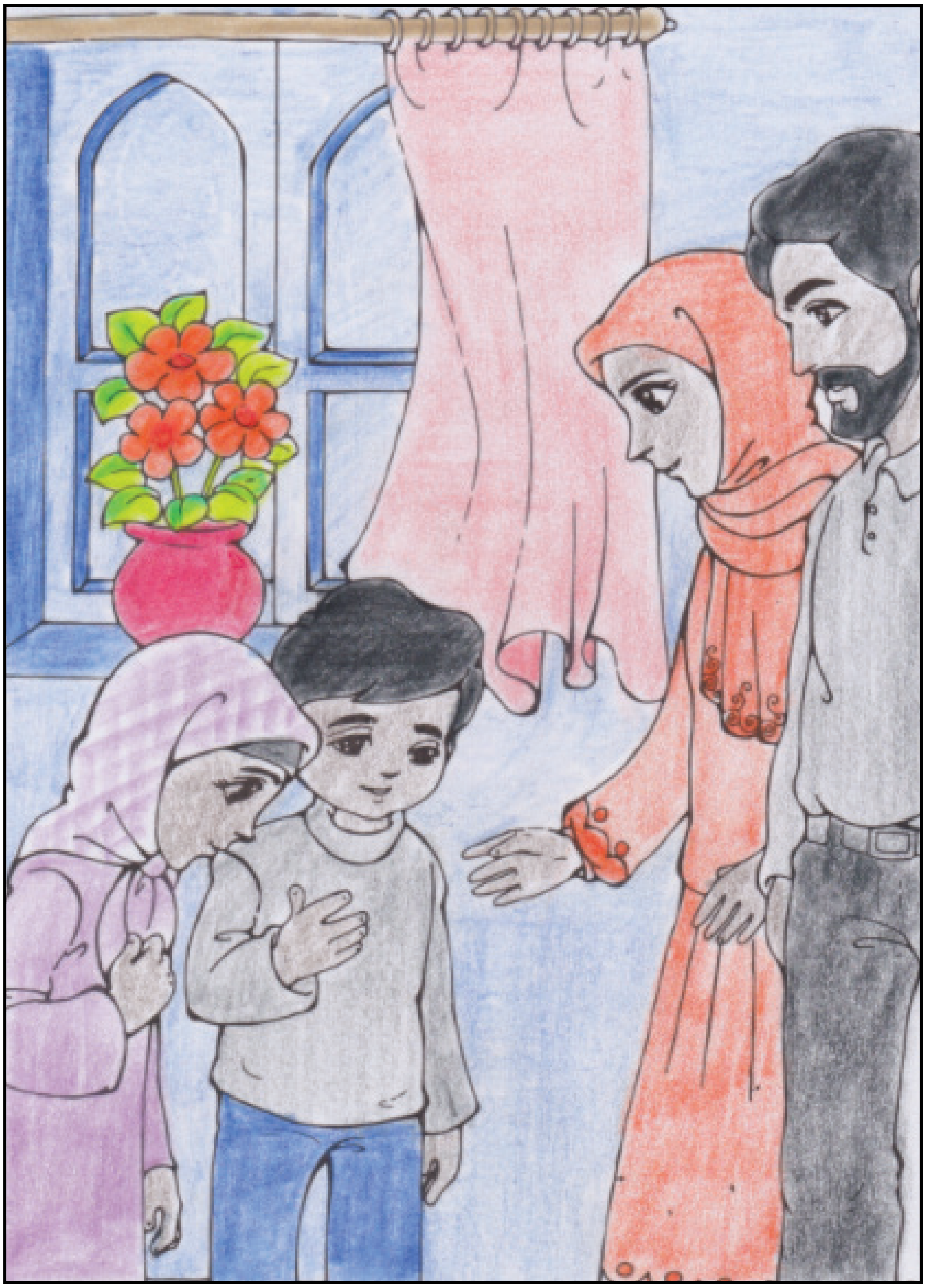
LESSON 4: BEING GRATEFUL TO YOUR PARENTS



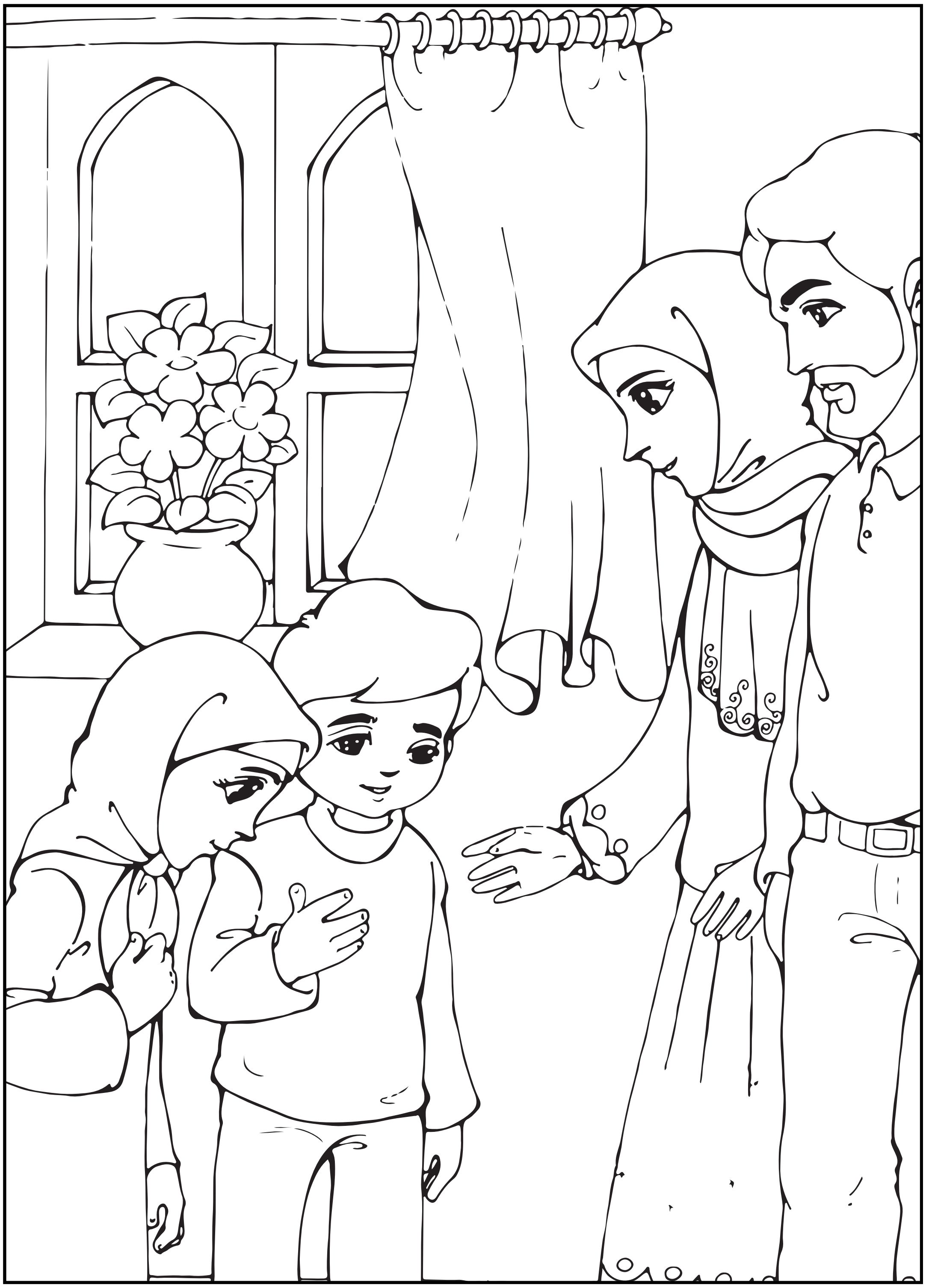
Give thanks to Me (Allah) and to your parents

Sūrah Luqmān, Verse 14
(31:14)

﴿أَنِ ٱشْكُرْ لِي وَلِوَالِدَيْكَ﴾

Anishkurlī wa liwālidayka

LESSON 4: BEING GRATEFUL TO YOUR PARENTS



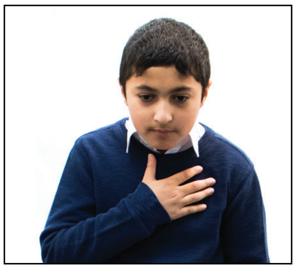
Give thanks to Me (Allah) and to your parents

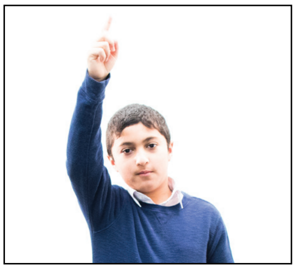
Sūrah Luqmān, Verse 14
(31:14)

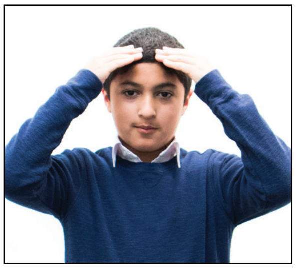
﴿أَنِ ٱشْكُرْ لِي وَلِوَالِدَيْكَ﴾

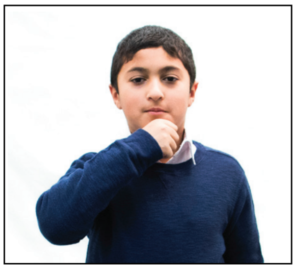
Anishkurlī wa liwālidayka

LET'S SIGN!


Hand on chest and bow
(Anishkur - give thanks)


Point up
(Lī - to Me (Allah))


Make a hijab with your hands
(Wa liwālidayka - and to your parents)


Make a beard with your hands
(Wa liwālidayka - and to your parents)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
And	أَنِ اشْكُرْ
To your parents	لِي
Give thanks	وَ
To Me	لِوَالِدَيْكَ

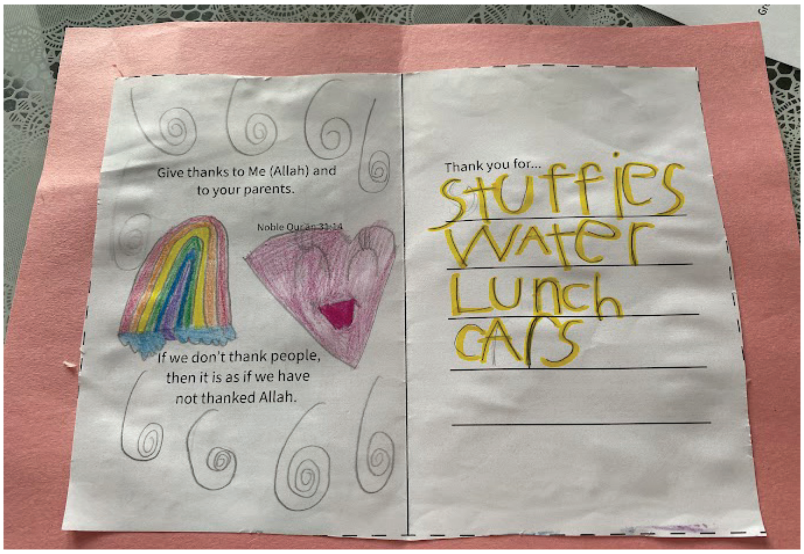
Lesson 4: Being Grateful to your Parents

Objective: Students will learn about the importance of being grateful to Allah (swt) and their parents.

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Card template
- Construction paper
- Crayons/colored pencils
- Scissors
- Markers
- Glue


Give thanks to Me (Allah) and to your parents.
Noble Qur'ān 31:14
If we don't thank people, then it is as if we have not thanked Allah.
Thank you for...
stuffies
Water
Lunch
cars

Procedures:

1. **SAY:** As we all know, we should begin everything with Bismillāhir Raḥmānir Raḥīm, such as when we are about to eat. And we've also been taught to say "alḥamdulillāh" when we are done with our meal. This is how we thank Allah (swt) for the yummy food He has provided us. But who else should we thank?
2. **SAY:** We should also thank our parents, who gave us the food, like the lunch we take to school. The verse from the lesson shows us how important it is to thank our parents. In this verse, Allah (swt) says to thank Him, because everything we have is from Him. Immediately after that, He says to thank your parents! By thanking them, we are not only showing our appreciation for all that they do for us, but we are also thanking Allah (swt) for giving us parents who take care of us. From this verse, we can see that we should show our thanks to Allah (swt) and our parents.
3. **SAY:** Yes! We can pray with our families everyday and help each other to pray on time and correctly. What are other acts of worship we can do together with our families?
4. **SAY:** There is a ḥadīth that says if we don't thank people, then it is as if we have not thanked Allah (swt). This means that, by not thanking others for the things they have done for us or given us, we have not thanked Allah (swt), because through them, He gave us those things. We can thank Allah (swt) for all of the blessings He has given us by saying "alḥamdulillāh"; so how can we thank our parents? In the lesson, we talked about different ways we can show our gratitude to our parents, such as helping them before they ask and kissing their hands. Today, we are going to make a special thank you card for them, where we can list out some of the many things they do for us that we are thankful for.
5. Ask the students to color and decorate the card template however you like. Write some specific things your parents do that you are thankful for.
6. Help the student sto cut out the card by cutting along the dotted lines.

Give thanks to Me (Allah) and
to your parents.

Noble Qurʾān 31:14

If we don’t thank people,
then it is as if we have
not thanked Allah.

Thank you for...

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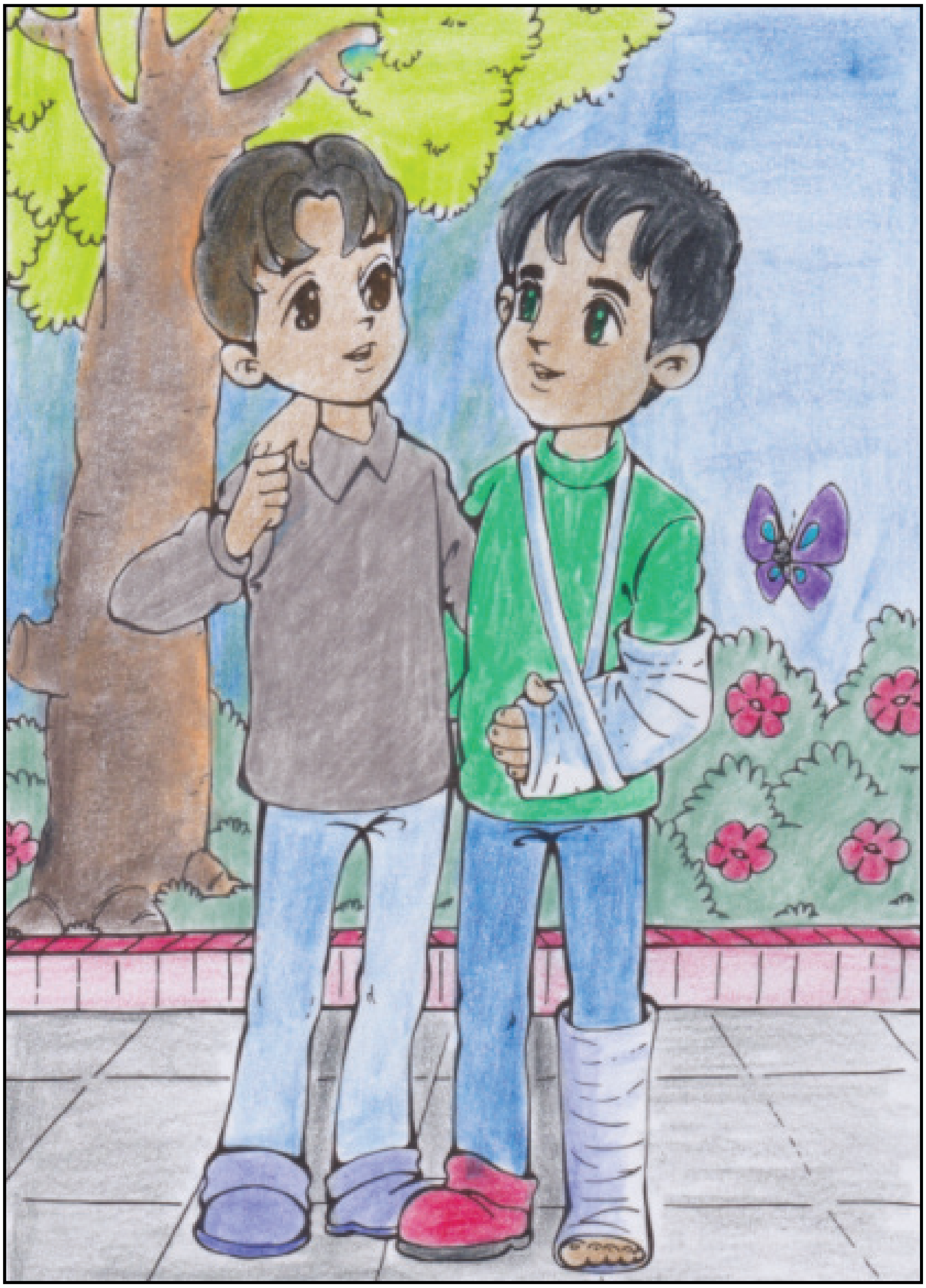
LESSON 5: HELPING ONE ANOTHER



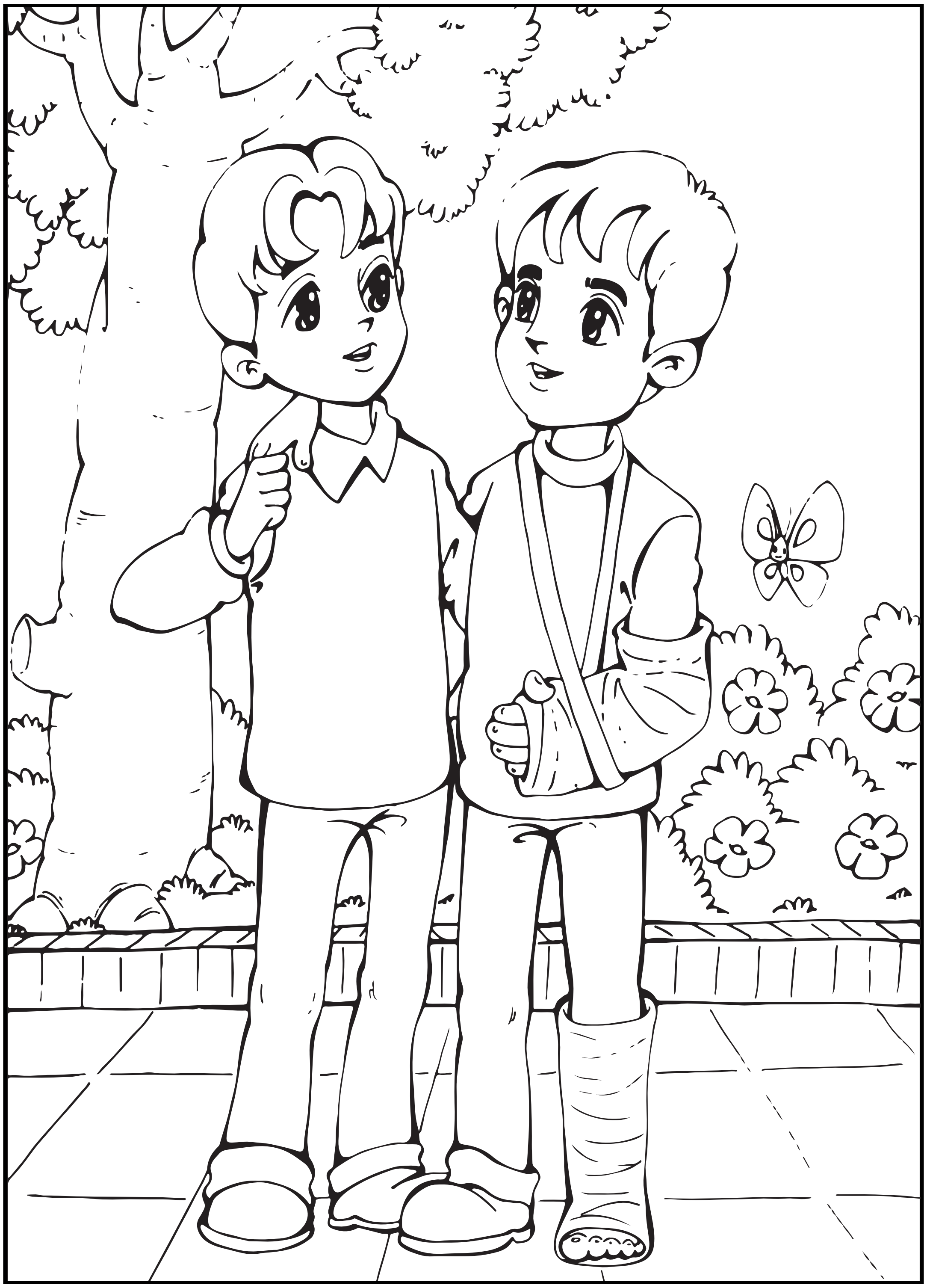
And
help one
another to
do good
deeds and
be God-
conscious

Sūrah al-Māʾidah, Verse 2 (5:2)

﴿وَتَعَاوَنُوا عَلَى الْبِرِّ وَ التَّقْوَىٰ﴾

Wa taʿāwanū ʿalal-birri wat-taqwā

LESSON 5: HELPING ONE ANOTHER



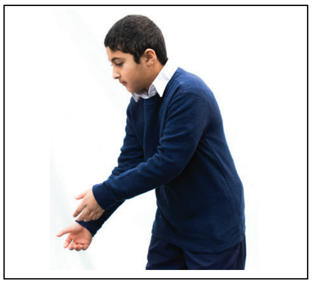
And help one another to do good deeds and be God-conscious

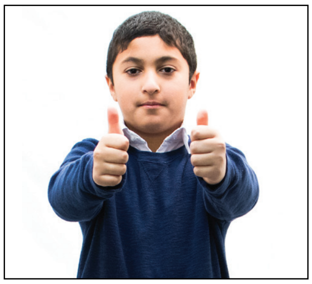
Sūrah al-Māʾidah, Verse 2 (5:2)

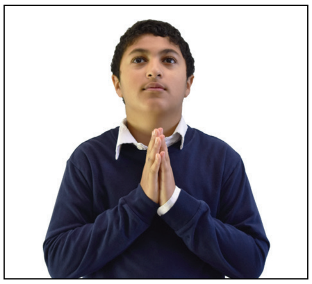
﴿وَتَعَاوَنُوا عَلَى الْبِرِّ وَ التَّقْوَىٰ﴾

Wa taʿāwanū ʿalal-birri wat-taqwā

LET’S SIGN!


Helping someone up
(Wa taʿāwanū - and
help one another)


Two thumbs up
(ʿAlal-birri - to do good
deeds)


Put your palms
together and look up
(Wat-taqwā - and be
God-conscious)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
God-conscious	وَ
Good deeds	تَعَاوَنُوا
Help one another	اَلْبِرِّ
And	اَلتَّقْوٰى

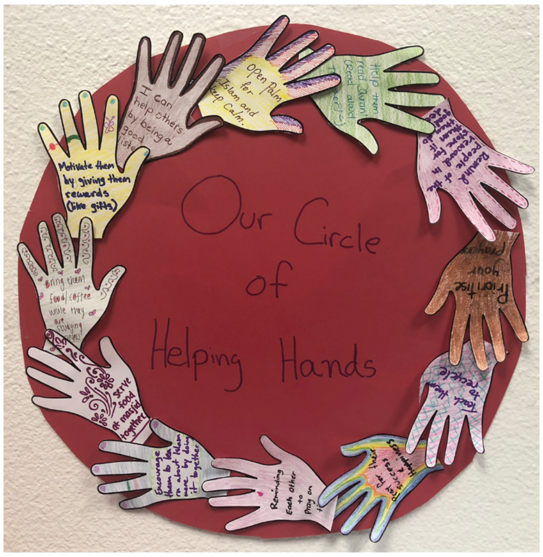
Lesson 5: Helping One Another

Objective: Students will learn that helping each other can lead to a harmonious environment at home and in their communities

Time: 40 minutes

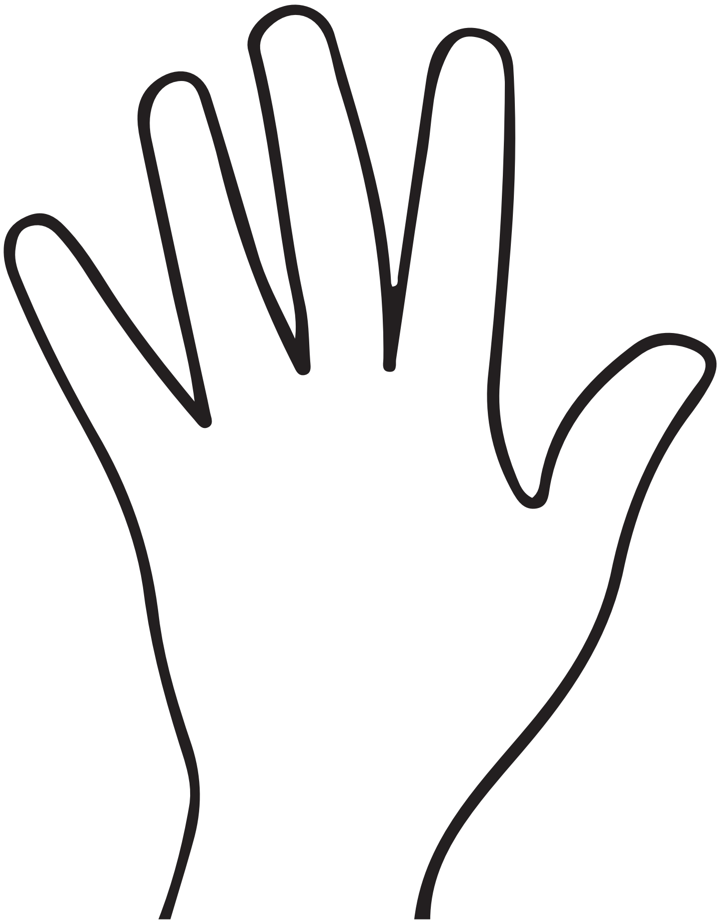
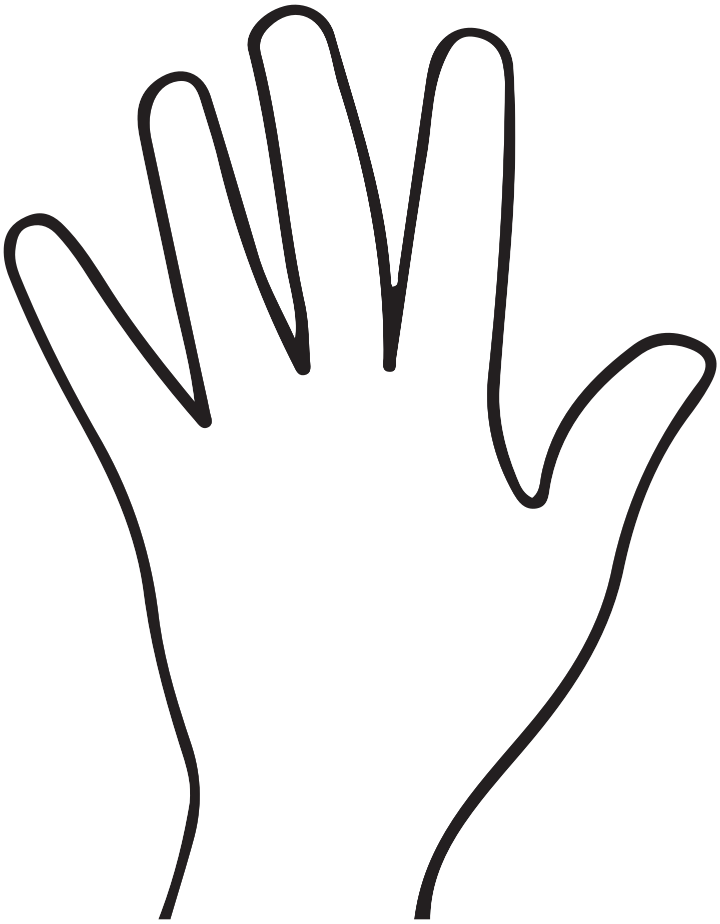
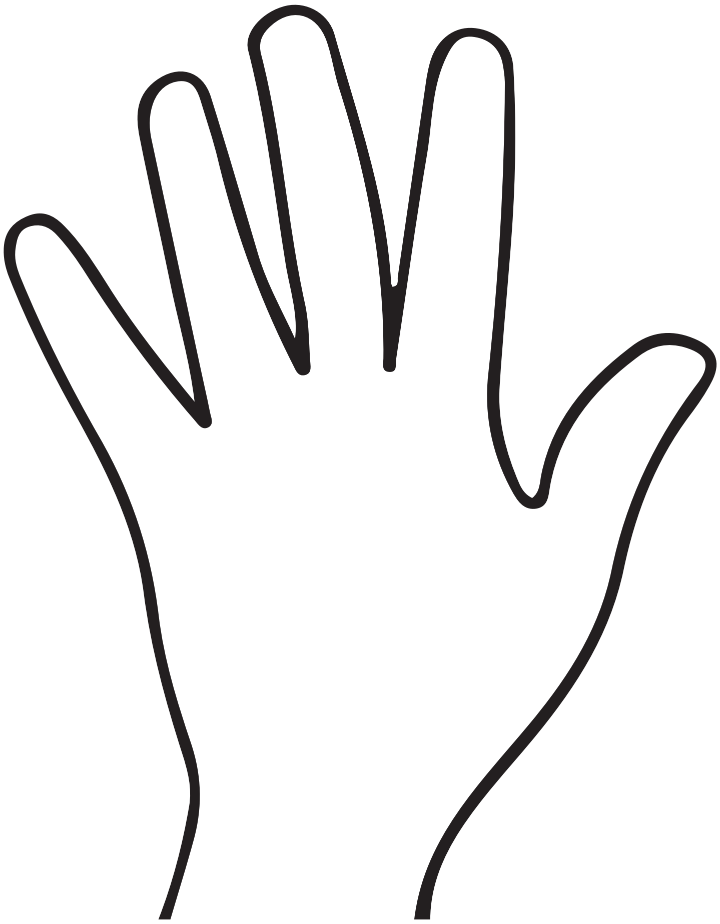
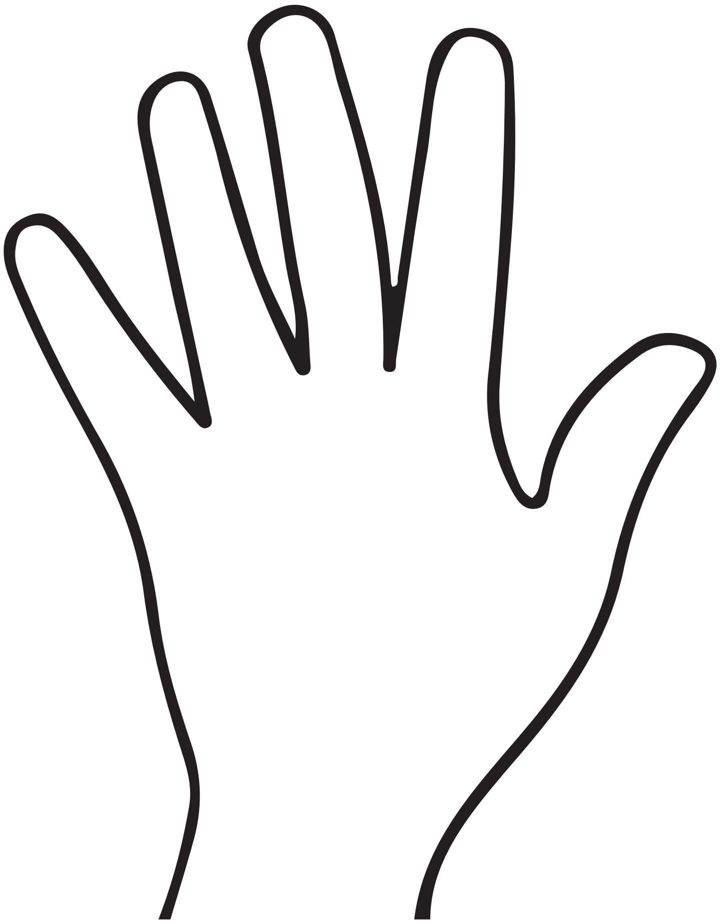
Suggested Ages: 5+

Materials:
- Helping hands template
- Marker/ Sharpie
- Coloring pencils
- Poster board
- Glue/Tape


Our Circle of Helping Hands
I can help others by being a good listener
Open Palm for Islam and keep Calm.
Help them read Quran! (Read about together!)
Remind people of the reward in store for them if they do good deeds
Prioritise your prayers
Teach them to recycle
Pray for their success & happiness
Reminding each other to pray on time
Encourage them to learn more about Islam by doing it together
Serve food at masjid together
Bring them food/coffee while they are studying
Motivate them by giving them rewards (like gifts)

Procedures:

1. **SAY:** Salāmun ʿAlaykum! We have learned that helping each other do good deeds brings us closer to Allah. Besides Allah, who else do we become close to when we help each other do good? (Wait for responses)
2. **SAY:** Many great responses! Helping each other do good deeds not only helps us grow closer to Allah, but also brings us closer to each other. How do we feel when we are close to each other with the love of Allah in our hearts? (Wait for responses)
3. **SAY:** Doing Allah’s work together and caring for each other will inshāʾAllāh make life more harmonious for us and the people around us. Today we will create a circle of helping hands to show what harmony can look like in our communities.
4. At this time hand out the helping hands template. Every child should get one hand cut out. Have them decorate their hand cutouts.
5. Then with a marker or sharpie have them write on their hand cutout one way they can help their family and friends do good deeds and be God-conscious. They can use the ideas they generated in the previous discussion.
6. Now help the children arrange the hands in a circle on the poster board. The fingers of each hand should slightly overlap the next hand.
7. Carefully glue or tape all of the hands in place.
8. Next, cut out the circle of helping hands from the rest of the poster board.
9. Finally inside the circle write the āyah or “Our Circle of Helping Hands”.

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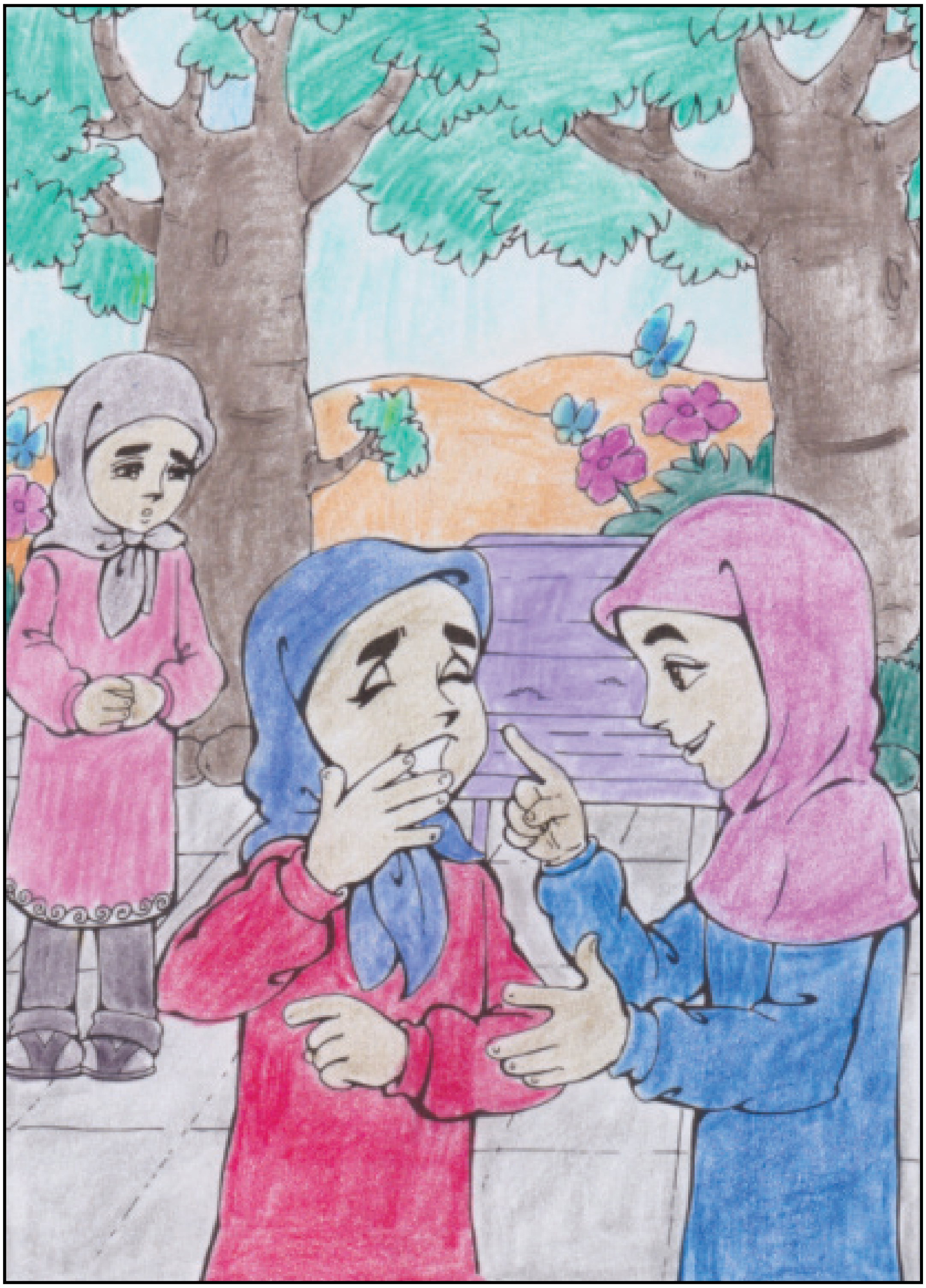
LESSON 6: MAKING FUN OF OTHERS



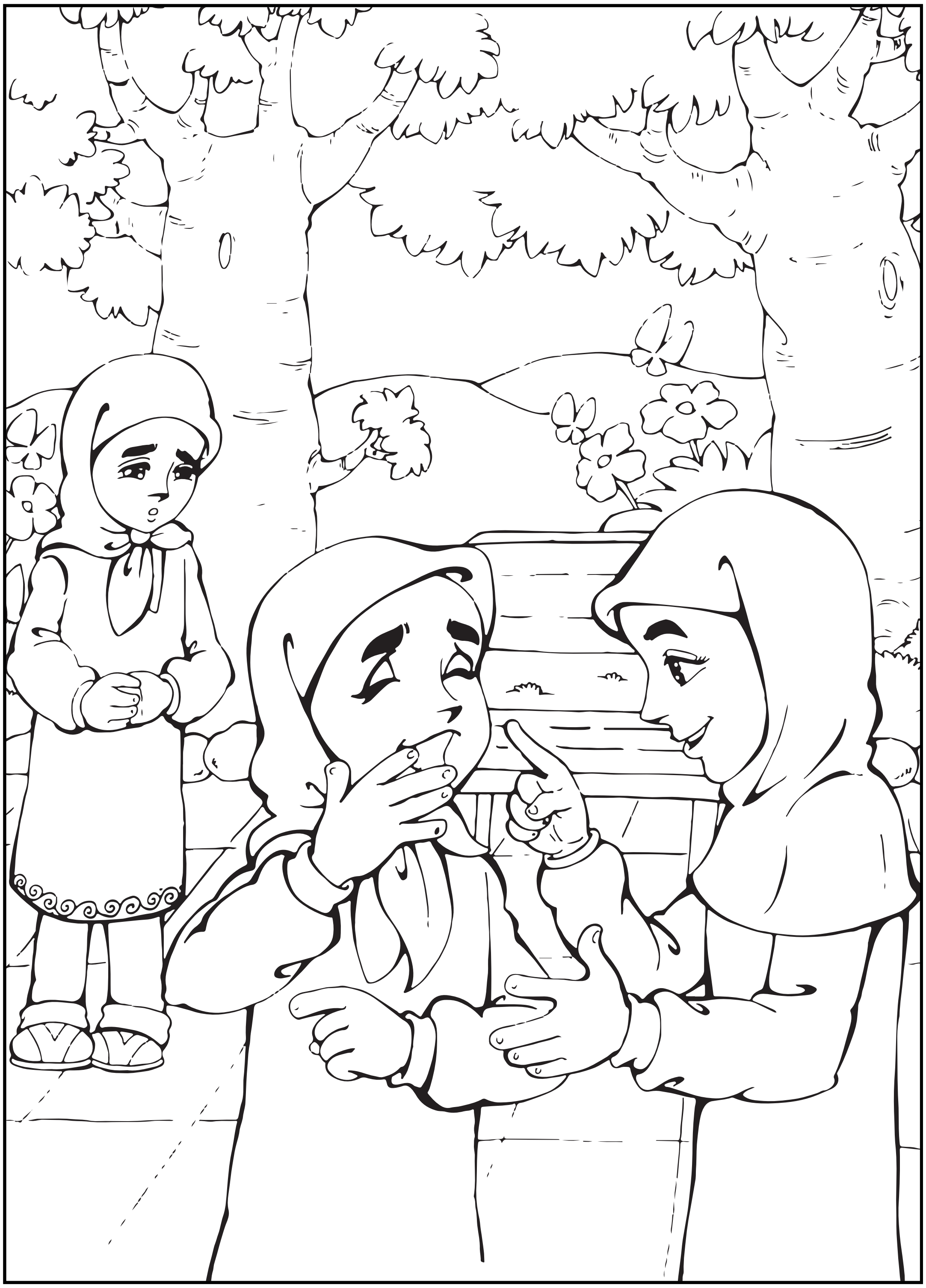
Do not make fun of one another

Sūrah al-Ḥujurāt, Verse 11 (49:11)

﴿لَا يَسْخَرْ قَوْمٌ مِّن قَوْمٍ﴾

Lā yaskhar qawmum-min qawm

LESSON 6: MAKING FUN OF OTHERS



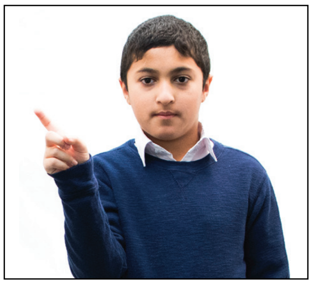
Do not make fun of one another

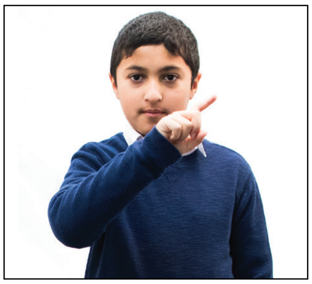
Sūrah al-Ḥujurāt, Verse 11
(49:11)

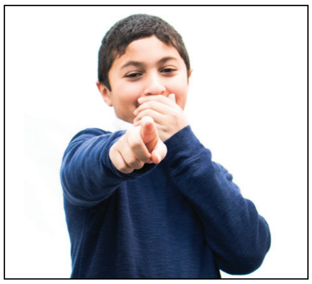
﴿لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ﴾

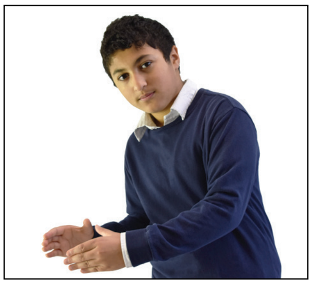
Lā yaskhar qawmum-min qawm

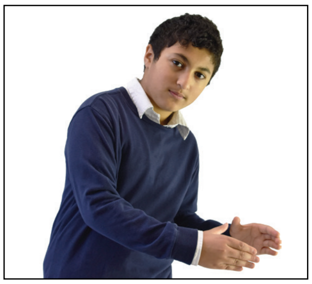
LET'S SIGN!


Make "No" with your finger
(Lā - do not)


Make "No" with your finger
(Lā - do not)


Point and laugh
(Yaskhar - make fun)


Gesture to a group on one side
(Qawmum - of one)

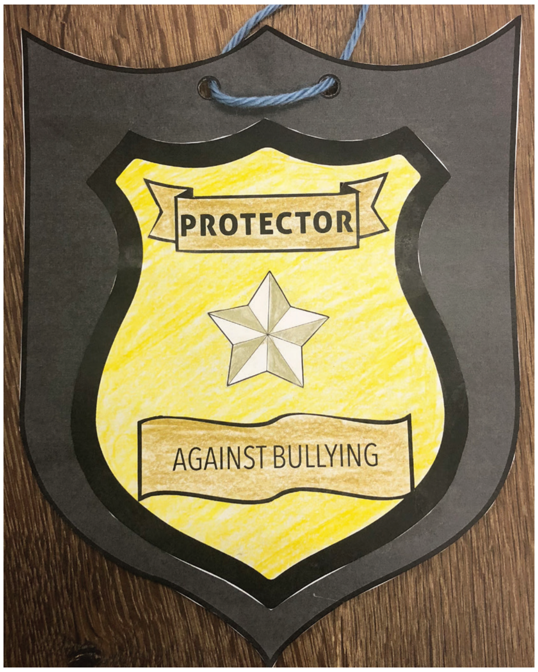

Gesture to a group on the other side
(Min qawm - another)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	Arabic
Make fun of	لَا
Do not	يَسْخَرُ

Lesson 6: Making Fun of Others



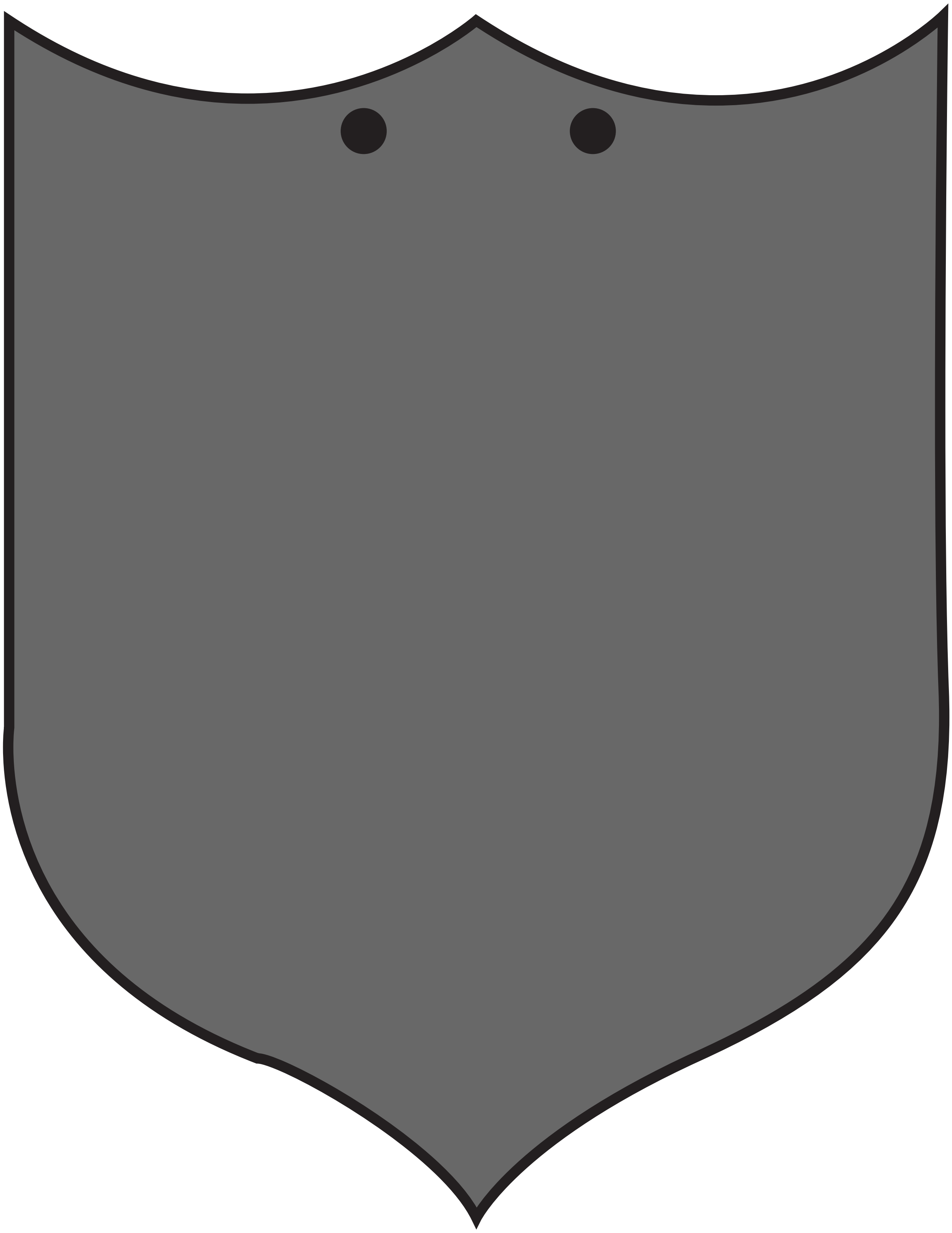
Objective: Students will learn that teasing is a form of bullying, and that bullying is wrong and should be stopped

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Badge holder template
- Badge and embellishments template
- Markers/Coloring pencils
- Glue/Tape
- Hole puncher
- String

Procedures:
1. **SAY:** Salāmun ʿalaykum! We have discussed teasing and making fun of others, and we know that these acts are mean. What is another word for being mean to someone? (Wait for responses)
2. **SAY:** Another word for being mean to someone is bullying. Teasing is just one form of bullying. What are other ways that people might bully someone? (Wait for responses)
3. **SAY:** Many great points. There are a lot of ways people might bully others. And just like we should stop people from making fun of others, we should try to stop them from doing other hurtful acts of bullying.
4. **SAY:** We can be protectors of the people around us and stop bullying. But we must never do this by hurting those people who are mean or hurtful. We should always have the best interest of all people in mind. Today we will make badges to help us be good protectors!
5. At this time hand out the badge and embellishments template.
6. Have the children color the badge and embellishments and cut them out.
7. The children should arrange the embellishments on the badge so that the “Protector” band is at the top, the star is in the middle, and the “Against Bullying” banner is at the bottom.
8. Have them glue the pieces onto the badge.
9. Then hand out the black badge holder template. Have the children cut out the badge holder and glue the badge to the center of the badge holder.
10. Help punch out the holes marked at the top of the badge holder and loop enough string through so that the children can wear their badges around their necks.
11. Finally, securely tie the string ends together and have the children wear their badges.



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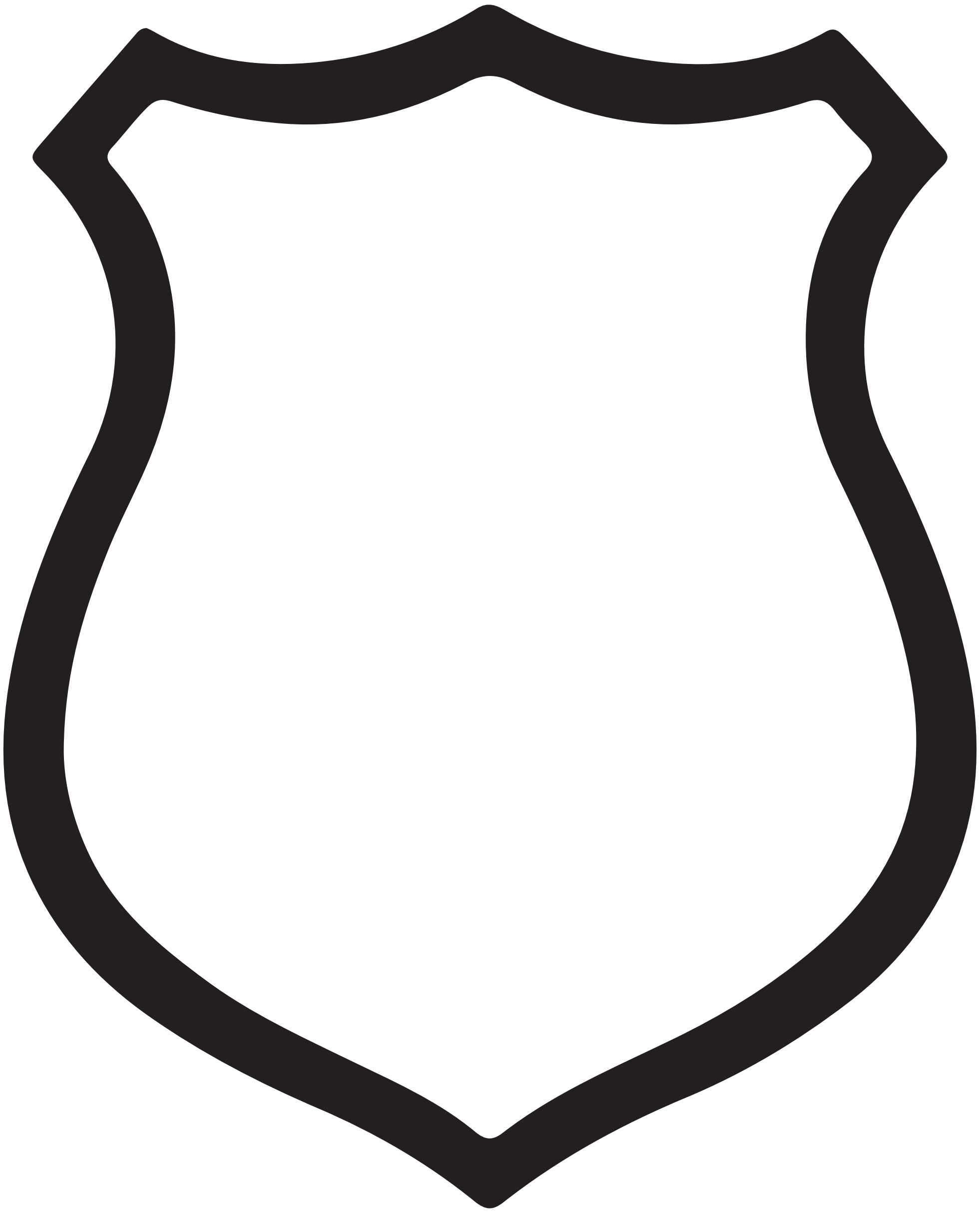
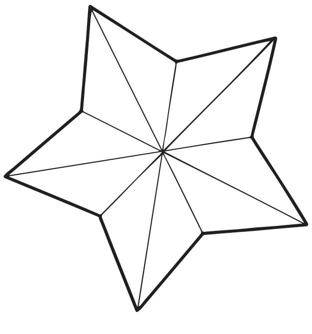


PROTECTOR



AGAINST BULLYING

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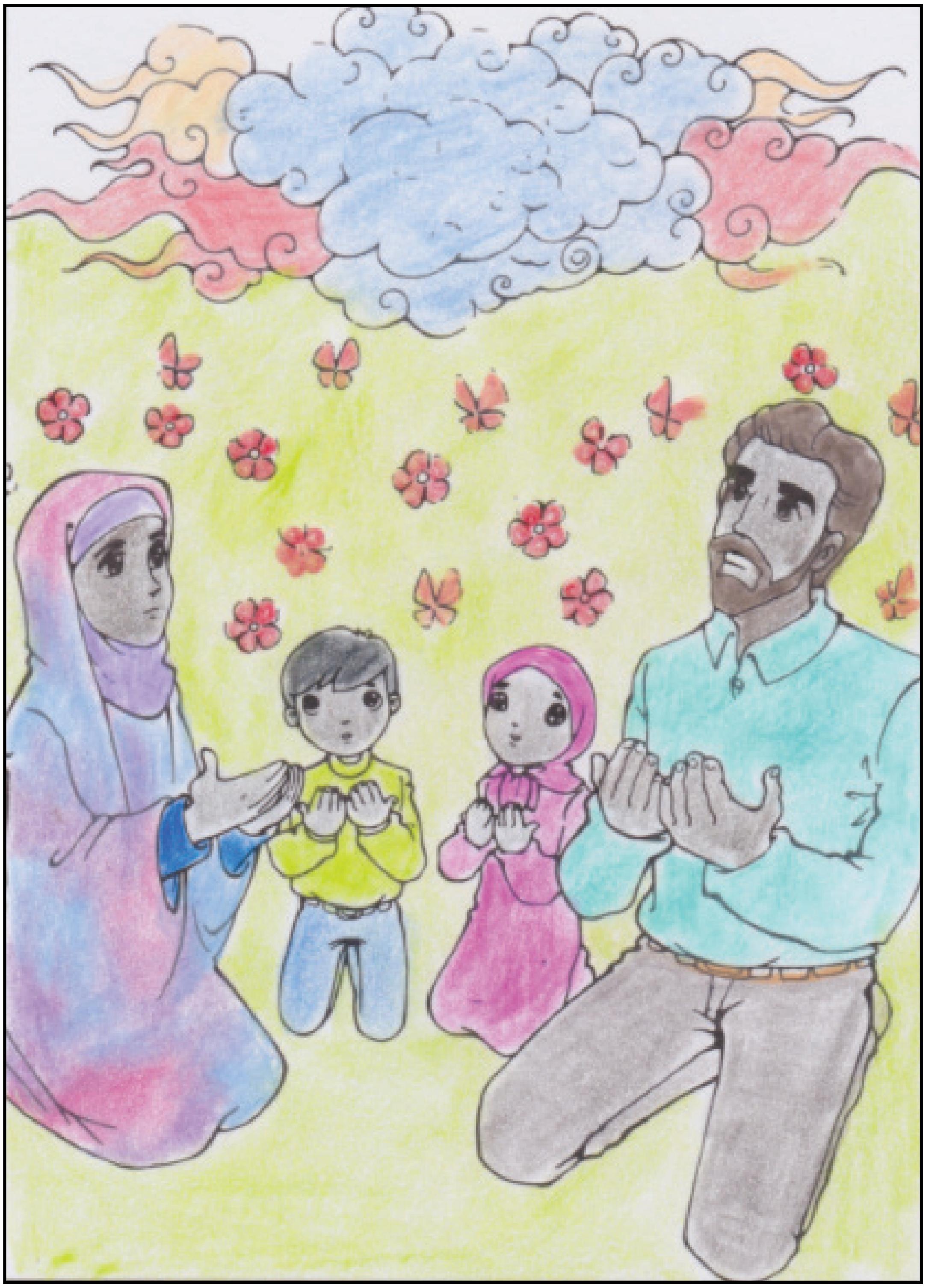
LESSON 7: DUʿĀʾ



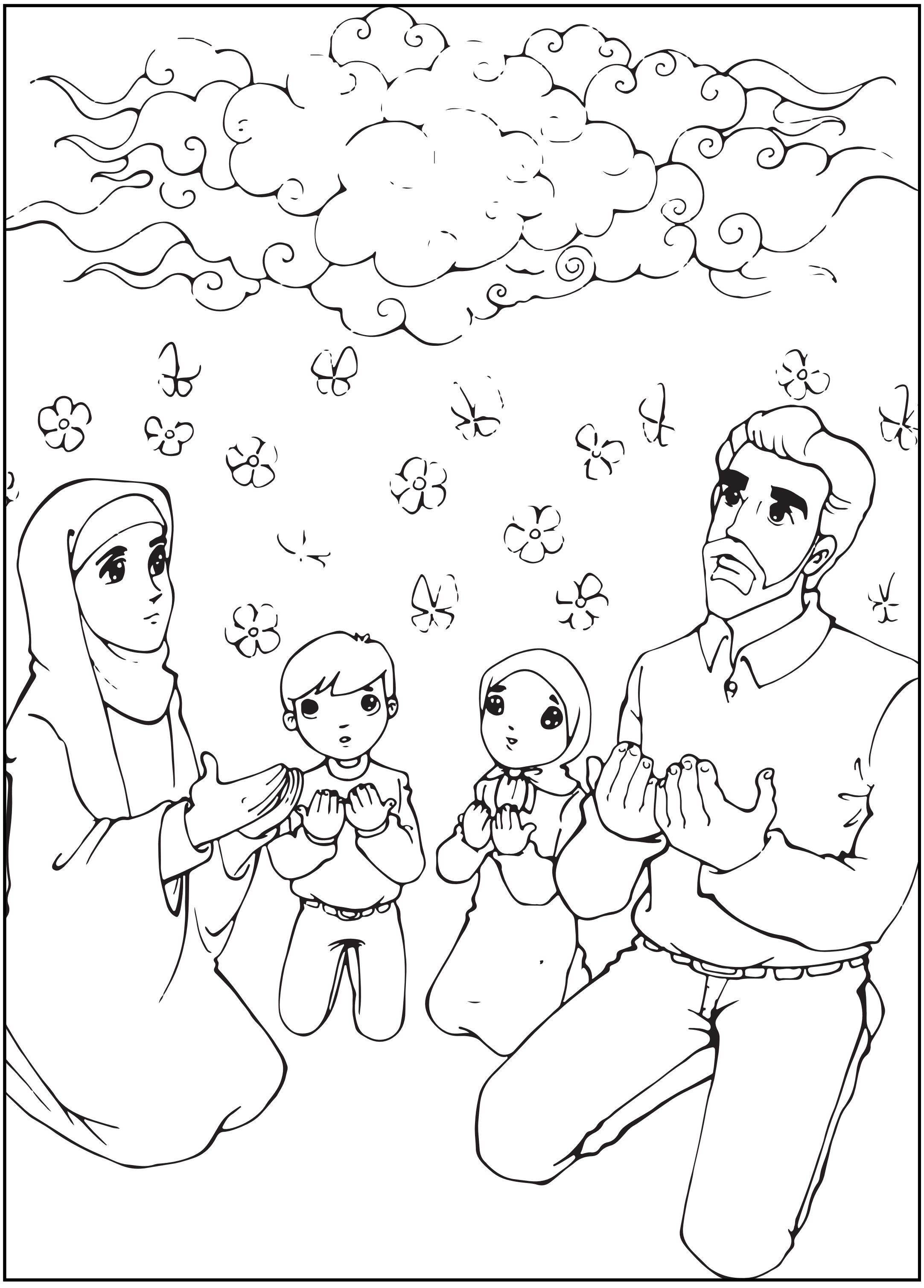
And your Lord has said, "Call upon Me; I will answer your prayers"

Sūrah Ghāfir, Verse 60 (40:60)

﴿وَ قَالَ رَبُّكُمُ ادْعُونِي أَسْتَجِبْ لَكُمْ﴾

Wa qāla rabbukum udʿūnī astajib lakum

LESSON 7: DUʿĀʾ



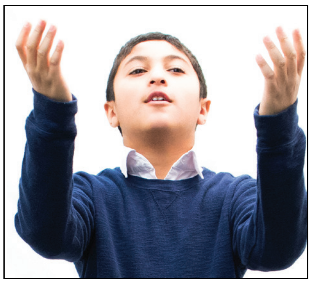
And your Lord has said, "Call upon Me; I will answer your prayers"

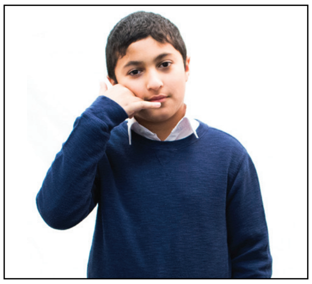
Sūrah Ghāfir, Verse 60 (40:60)

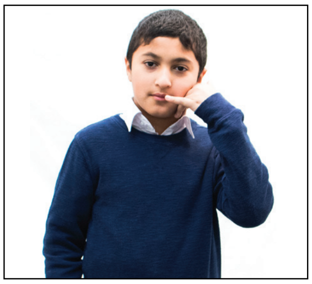
﴿وَ قَالَ رَبُّكُمُ ادْعُونِي أَسْتَجِبْ لَكُمْ﴾

Wa qāla rabbukum udʿūnī astajib lakum

LET’S SIGN!


Raise hands to make duʿāʾ
(Wa qāla rabbukum - and your Lord has said)


Make telephone with one hand
(Udʿūnī - call upon Me)

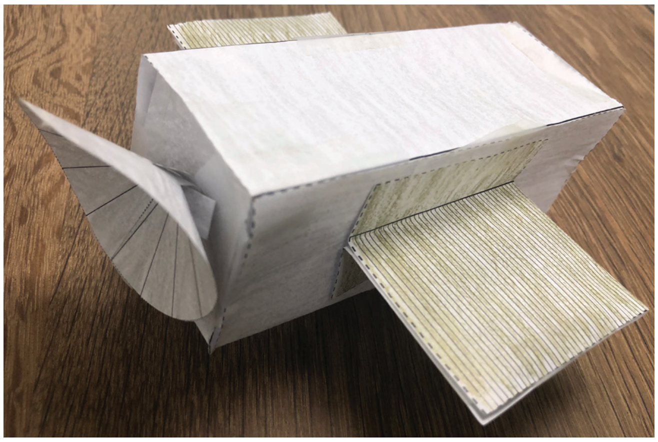

Make telephone with the other hand
(Astajib lakum - I will answer your prayers)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
I will answer your prayers	وَ
Your Lord	قَالَ
Call upon Me	رَبُّكُمُ
And	اُدْعُونِي
He said	أَسْتَجِبْ لَكُمْ

Lesson 7: Duʿāʾ



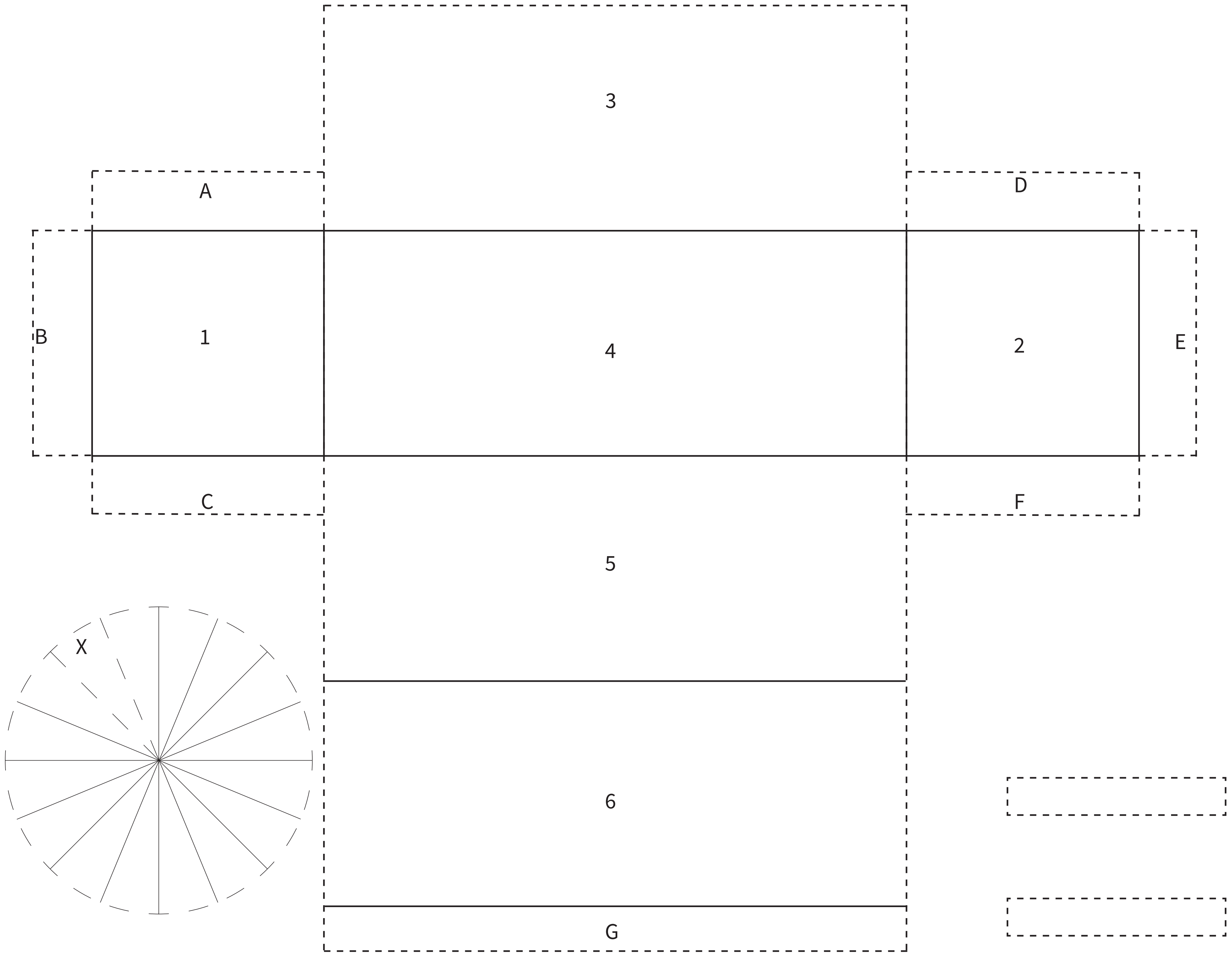
Objective: Children will learn that du'a is a form of communication and that communication with Allah is a very important part of our lives

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Satellite body and dish template
- Solar panels template
- Glue
- Tape
- Scissors
- Coloring pencils/Crayons

Procedures:
1. **SAY:** Salāmun ʿAlaykum! We have just learned that we should talk to Allah in good times and bad times and that Allah listens to us. Who else do you talk to when we need help or want to share our happiness with? (Wait for responses)
2. **SAY:** Great responses! Whenever we need to talk to someone or pass along a message we communicate with them. Our duʿās and talks with Allah are also a form of communication. How do we communicate with people who are far away? (Wait for responses)
3. **SAY:** Many great suggestions! We can use the phone, video chat, or send a text message. There is a lot of technology to help us communicate: Some of this technology uses satellites that send and transmit radio waves across great distances. Do we need technology to communicate with Allah?
4. **SAY:** Right! We do not need any technology to communicate with Allah. We can speak to Him just by using our mouths right where we are at anytime. To remind ourselves that we can call out to Allah at anytime, today we will make a beautiful satellite, inshāʾAllāh.
5. At this time hand out the satellite body and dish template.
6. Have the children cut out the body of the template (to avoid losing small pieces have the children cut out the dish and small rectangles later).
7. Have the children look over all of the number and letter labels on the tabs and panels of the satellite body.
8. Then have the children turn the satellite template over and color it.
9. Once they are done coloring, have them turn the template back to the labelled side.
10. Have the children locate panel 1. On the outside (unlabelled side) of panel 1 have them mark a small X at the center of it. Later this is where their satellite dish will be attached.
11. Now have the children fold along all of the solid lines, folding them inwards to have the colored panels on the outside.
12. Next have the children pull up panel 1 and panel 3. Tab A should be glued to the inside of panel 3.
13. Next pull up panel two. Tab D should be glued to the other end of panel 3.
14. Next pull up panel 5. Tabs C and F should be glued to the inside of panel 5.
15. Fold in tabs B and E and pull over panel 6.
16. Tabs B and E should be glued to the inside of panel 6.
17. Then tuck in tab G. Pinch press the seam between panel 3 and 6 (joined by tab G) and tape it shut on the outside.
18. Now cut out the satellite dish and two small rectangles.
19. Cut out the dotted panel marked with an X.
20. The two panels on either side of the gap should be overlapped. Glue these together. There should be a slight cone-shape to the dish.
21. The two small rectangles are the tabs that will attach the dish to the end of the satellite.
22. Gently glue each tab on opposite sides of the point of the cone such that they cross over each other.
23. Then, assist the children in gentle taping the loose ends of the tabs over the X that they had marked on the outside of panel 1.
24. Next, hand out the solar panels template.
25. Have the children color the solar panels and cut them out.
26. At the end of the solar panel are the tabs that will attach them to the body. Have the children cut the dotted line in the middle of the tab
27. Then have the children fold the solar panels along the solid line with the design side out.
28. Next the children should fold the tabs to form a T with the body of the solar panels.
29. Have the children glue the fold of the solar panels shut but do not glue the tabs together!
30. Finally, gently tape the tabs to opposite sides of the satellite body (they should look like wings on the fuselage of a plane).


3
A
D
B
1
4
2
E
C
F
5
X
6
G

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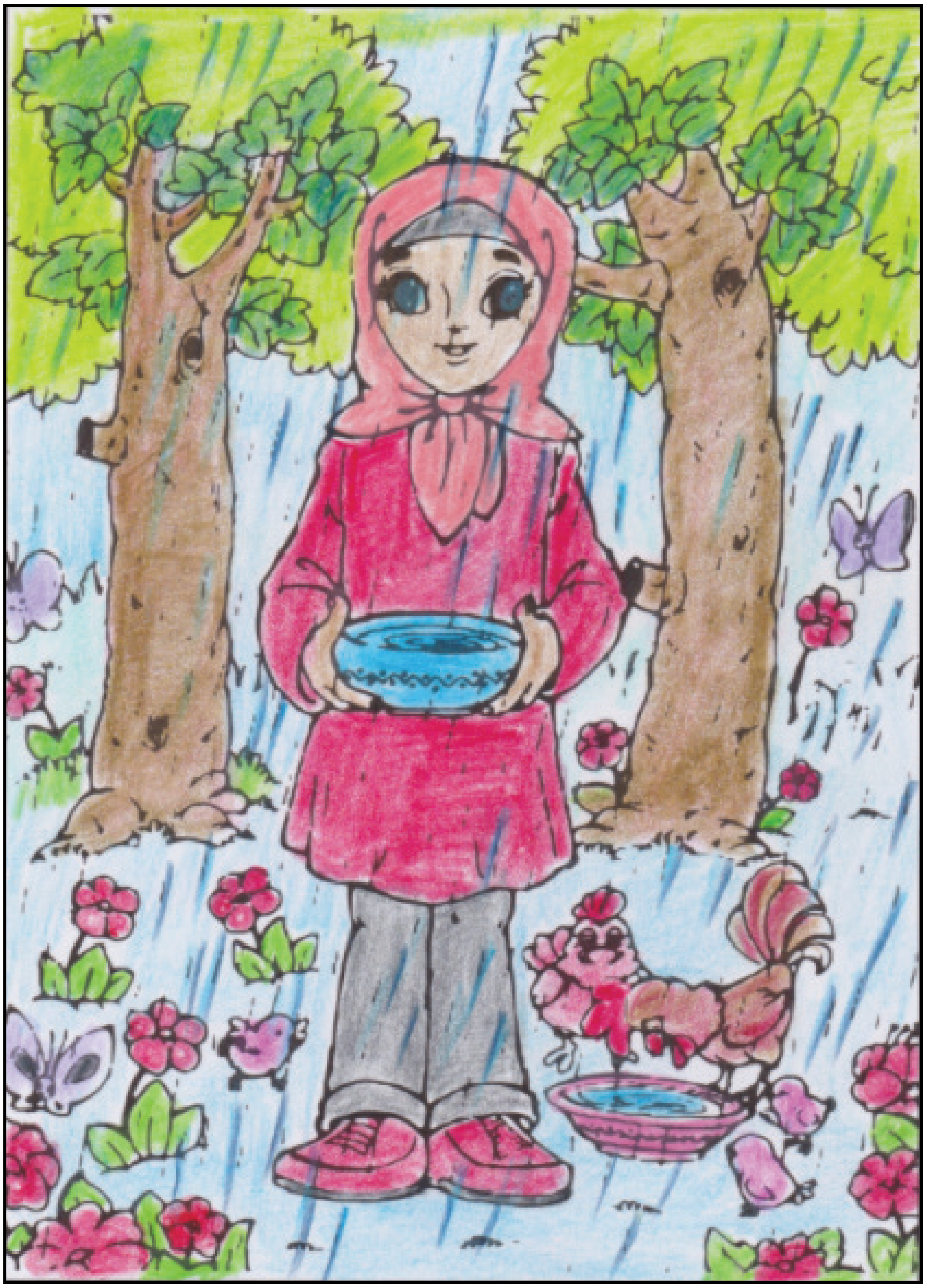
LESSON 8: WATER



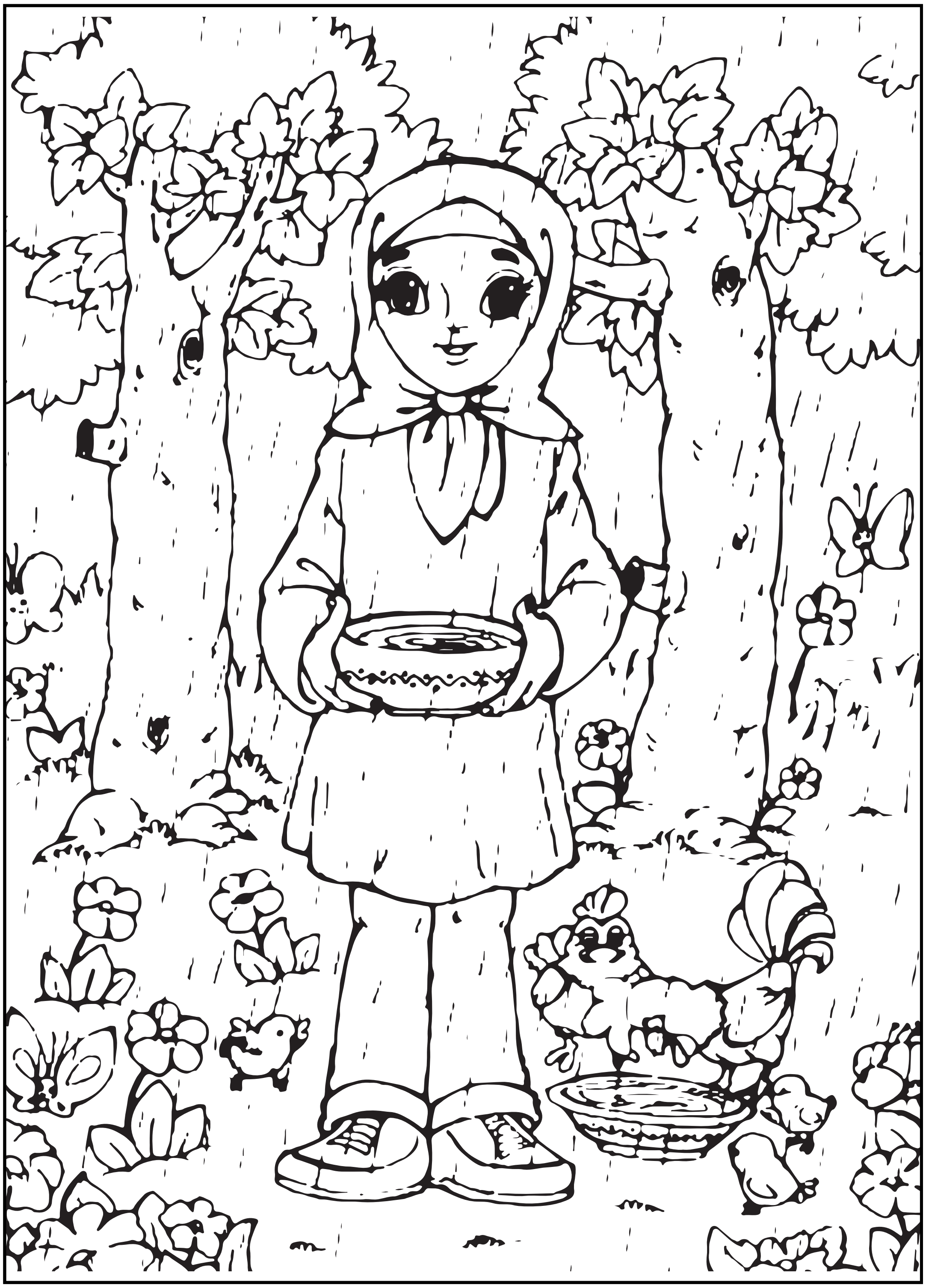
And We made from water every living thing

Sūrah al-Anbiyā, Verse 30
(21:30)

﴿وَ جَعَلْنَا مِنَ الْمَآءِ كُلَّ شَيْءٍ حَيٍّ﴾

Wa jaʿalnā minal-māʾi kulla shayʾin ḥayy

LESSON 8: WATER



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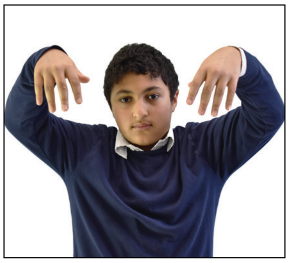
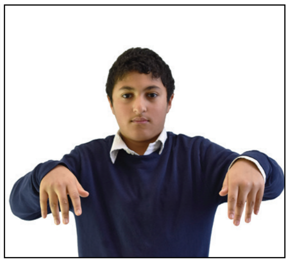
Sūrah al-Anbiyā, Verse 30
(21:30)

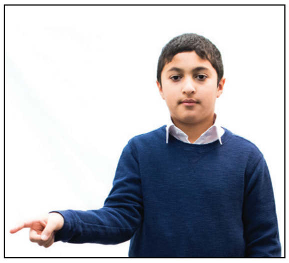
﴿وَ جَعَلْنَا مِنَ الْمَآءِ كُلَّ شَيْءٍ حَيٍّ﴾

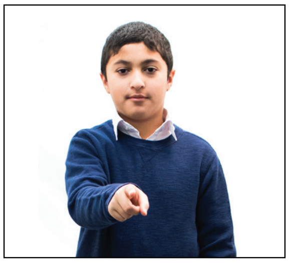
Wa jaʿalnā minal-māʾi kulla shayʾin ḥayy

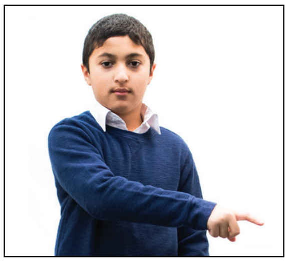
LET'S SIGN!

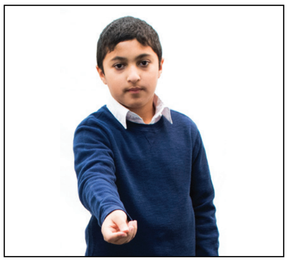

Make rain using fingers (Wa jaʿalnā minal-māʾi - and we made from water)

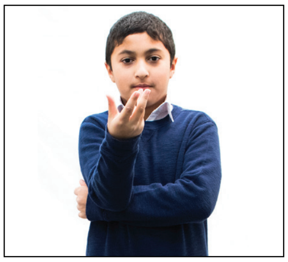

Make rain using fingers (Wa jaʿalnā minal-māʾi - and we made from water)


Pretend to point to different things (kulla - every)


Pretend to point to different things (kulla - every)


Pretend to point to different things (kulla - every)


Show something growing (shayʾin ḥayy - living thing)


Show something growing (shayʾin ḥayy - living thing)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
From	جَعَلْنَا
Water	مِنَ
Every	اَلْمَآءِ
We made	كُلَّ
Living	شَيْءٍ
Thing	حَيٍّ

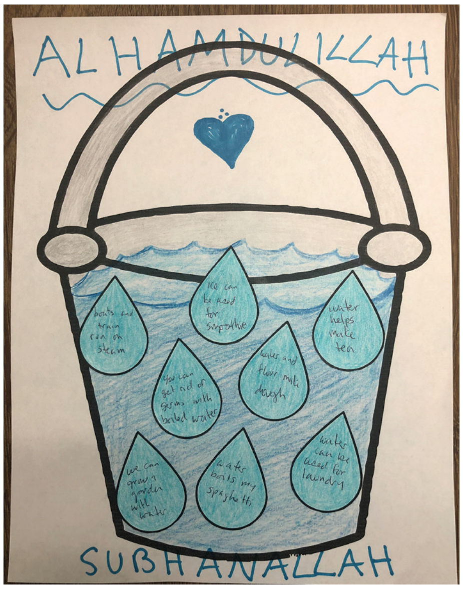
Lesson 8: Water

Objective: Children will see that water plays a very important part in our lives

Time: 40 minutes

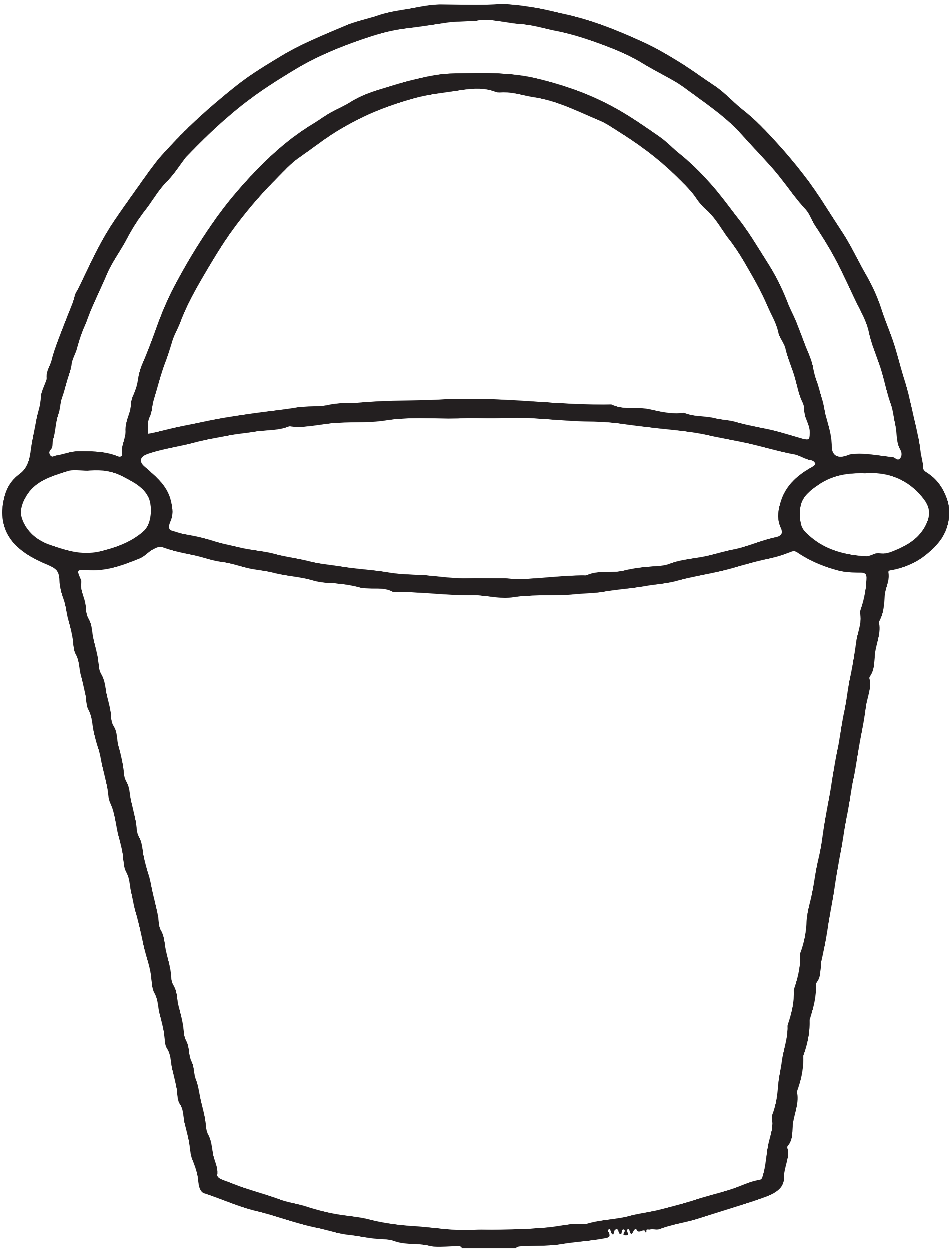
Suggested Ages: 5+

Materials:
- Bucket template
- Blank water drops template
- Coloring pencils/crayons
- Sharpies/Pens
- Scissors
- Glue


ALHAMDULILLAH
boats and train run on steam
Ice can be used for smoothie
water helps make tea
You can get rid of germs with boiled water
water and flour make dough
we can grow a garden with water
water boils my spaghetti
water can be used for laundry
SUBHANALLAH

Procedures

1. **SAY:** Salāmun ʿAlaykum! We have just learned that all life on Earth is made up of water, and water is a beautiful blessing from Allah. What are different ways that water makes our life easy? (wait for responses)
2. **SAY:** MashāʾAllāh, so many beautiful responses. Water is useful for many things. We drink it, cook with it, and clean with it, just to name a few things. What are different forms of water? (Wait for responses)
3. **SAY:** Good answers! Water also comes in the form of steam and ice. Allah has made water useful to us in all its forms. We can clean with steam or power a boat with steam. What are some things we can do with ice? (Wait for responses)
4. **SAY:** Good guesses! Ice is useful in preserving food. It is also useful when we get hurt: we can put ice on our injury to help us feel better! We are extremely dependant on water and Allah has made it a very useful tool to use in so many ways! Today we will make a project exploring all the amazing uses of water.
5. At this time hand out the Bucket template. Have the children color and decorate their buckets
6. Next, hand out the Blank water drops template. Each child only needs about 7-8 drops so there can be two children sharing one template.
7. Have the children color their water drops and then write in sharpie or pen different beautiful uses for water.
8. Then the children should glue their water drops inside of their buckets.
9. Finally, have the children write ALḤAMDULILLĀH at the top of their bucket page and SUBḤĀNALLĀH at the bottom of their bucket page.



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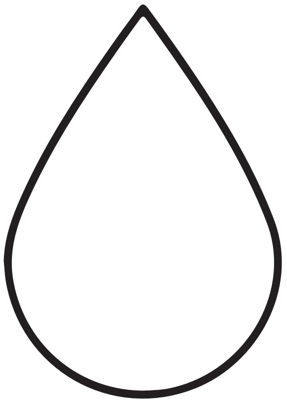
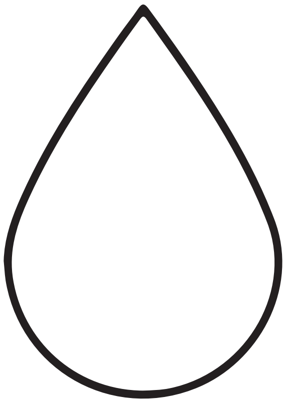
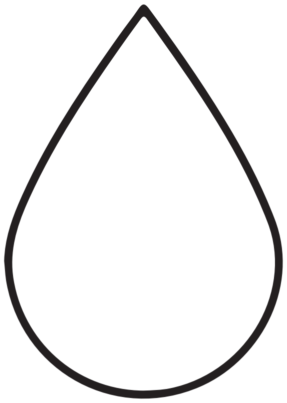
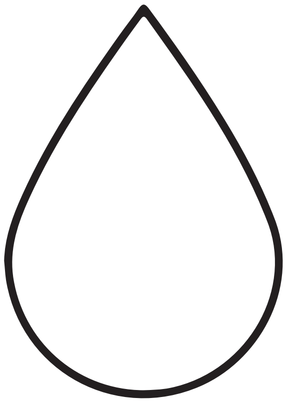
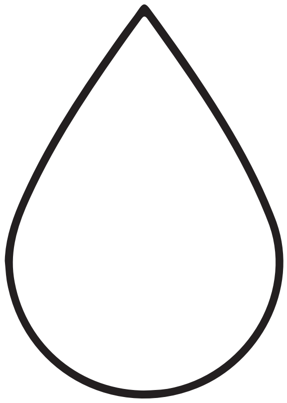
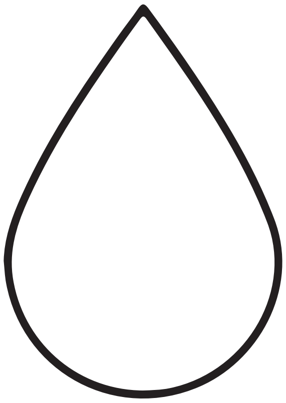
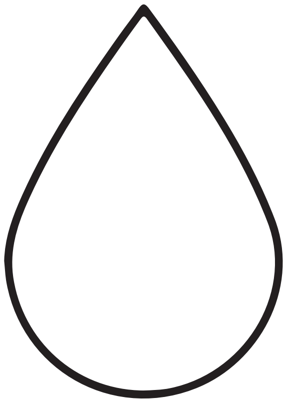
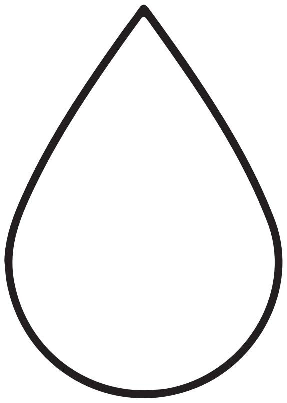
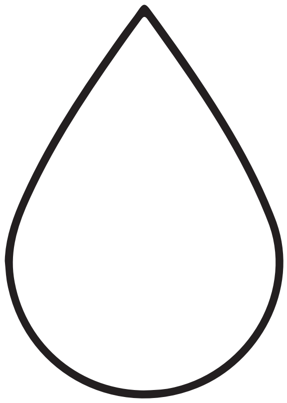
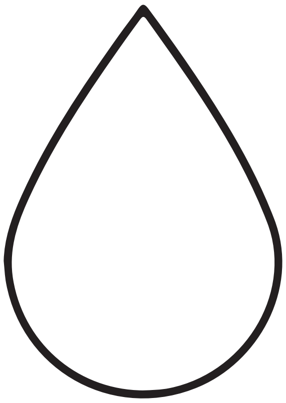
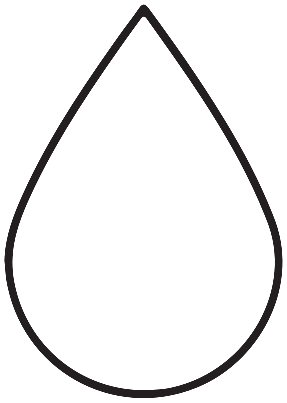
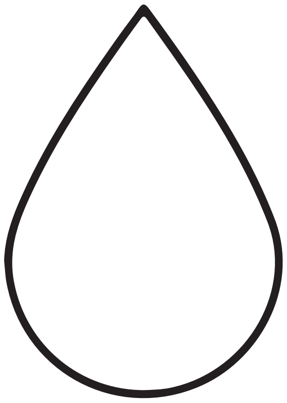
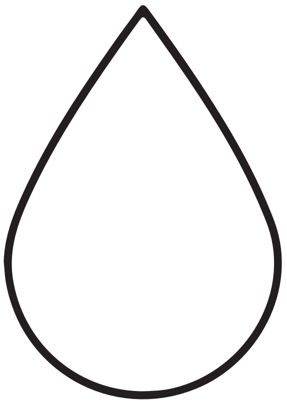
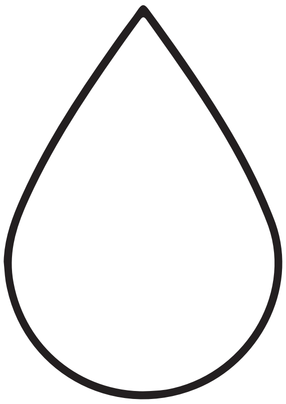
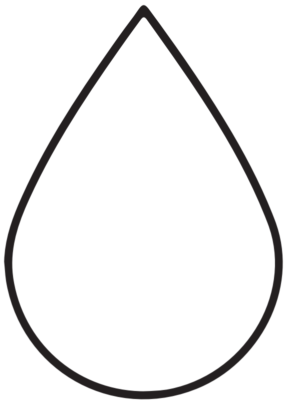
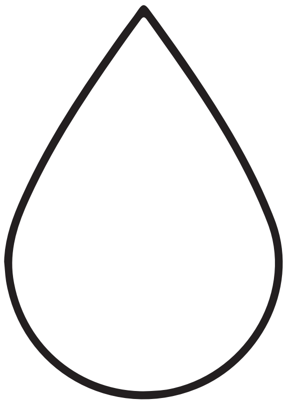

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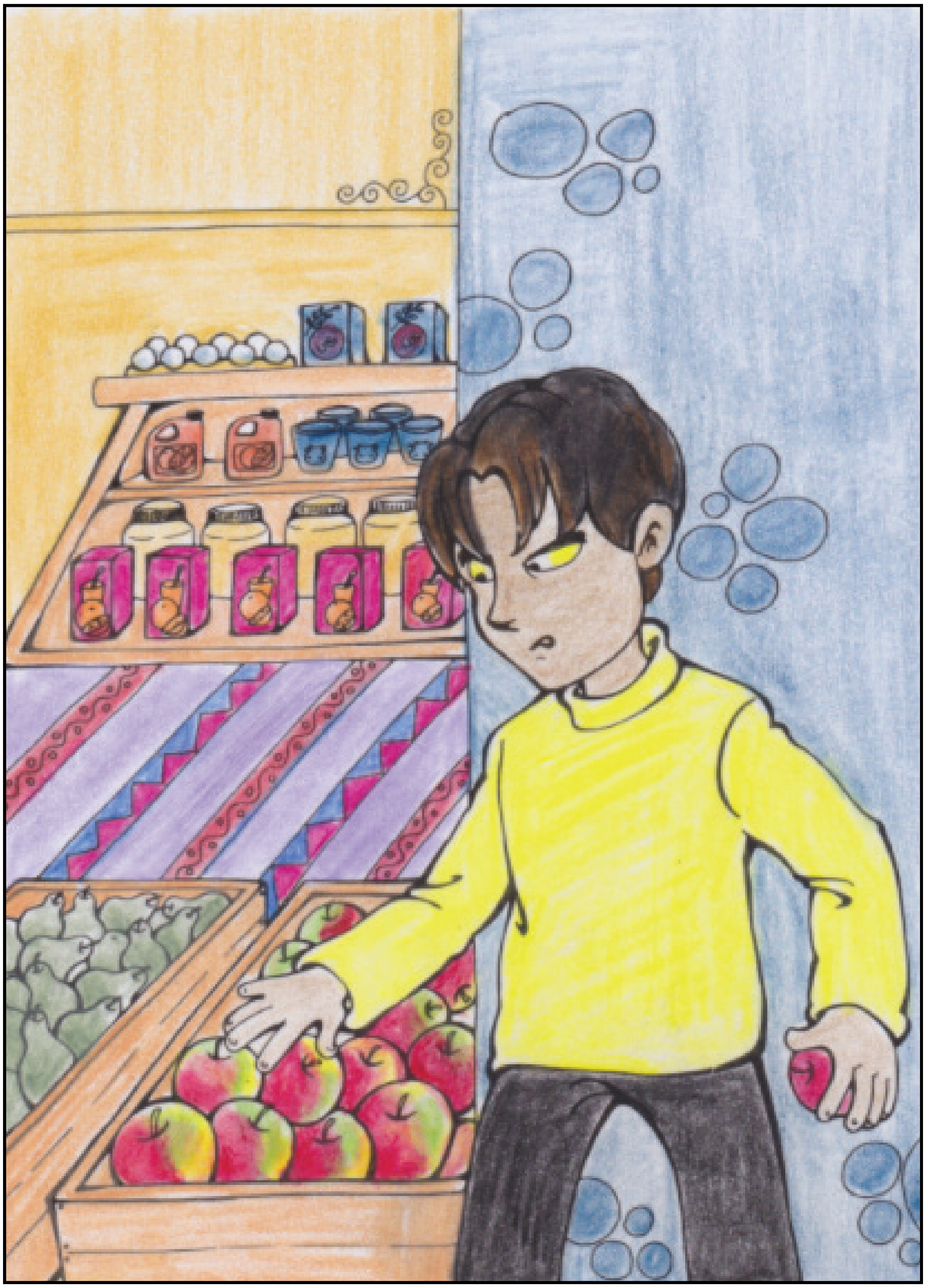
LESSON 9: ALLAH IS AWARE OF WHAT WE DO!



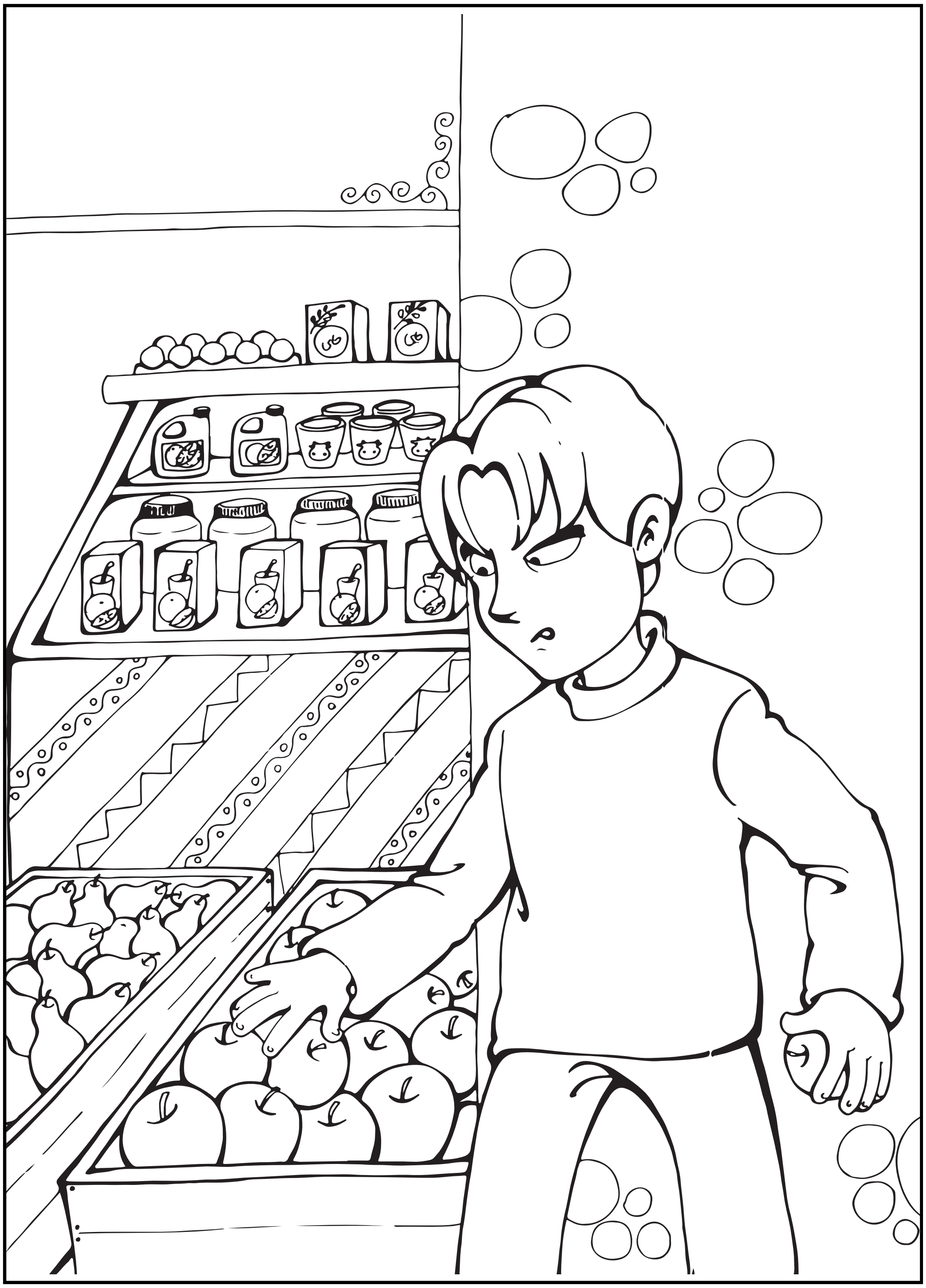
Don't you know that Allah is always watching?

Sūrah al-ʿAlaq, Verse 14
(96:14)

﴿أَلَمْ يَعْلَمْ بِأَنَّ اللَّهَ يَرَىٰ﴾

Alam yaʿlam biʾannallāha yarā

LESSON 9: ALLAH IS AWARE OF WHAT WE DO!



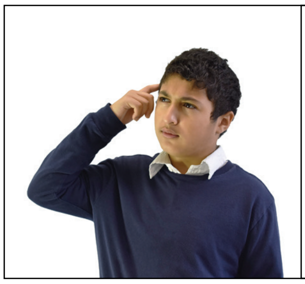
Don't you know that Allah is always watching?

Sūrah al-ʿAlaq, Verse 14 (96:14)

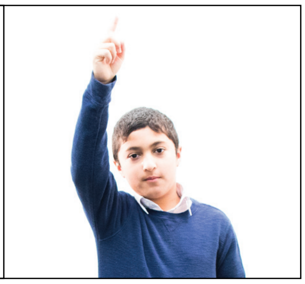
﴿أَلَمْ يَعْلَمْ بِأَنَّ اللهَ يَرَىٰ﴾

Alam yaʿlam biʾannallāha yarā

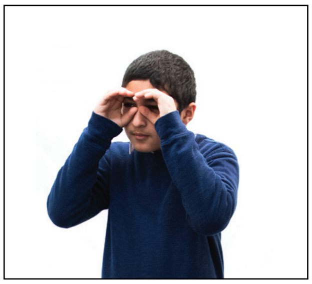
LET'S SIGN!



One finger pointing on the temple (Alam yaʿlam - don't you know)



Point up (biʾannallāha - that Allah is always)



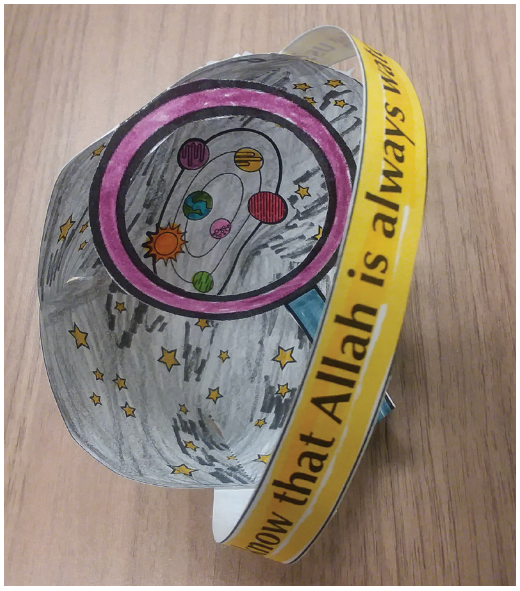
Make binoculars with hands on your eyes (Yarā - watching)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	Arabic
Watching	أَلَمْ يَعْلَمْ
Don't you know	اَنَّ
That	اَللّٰه
Allah	يَرَىٰ

Lesson 9: Allah is aware of What We Do



Objective: Children will learn that remembering Allah and that He is always watching us helps us make good choices and achieve our purpose.

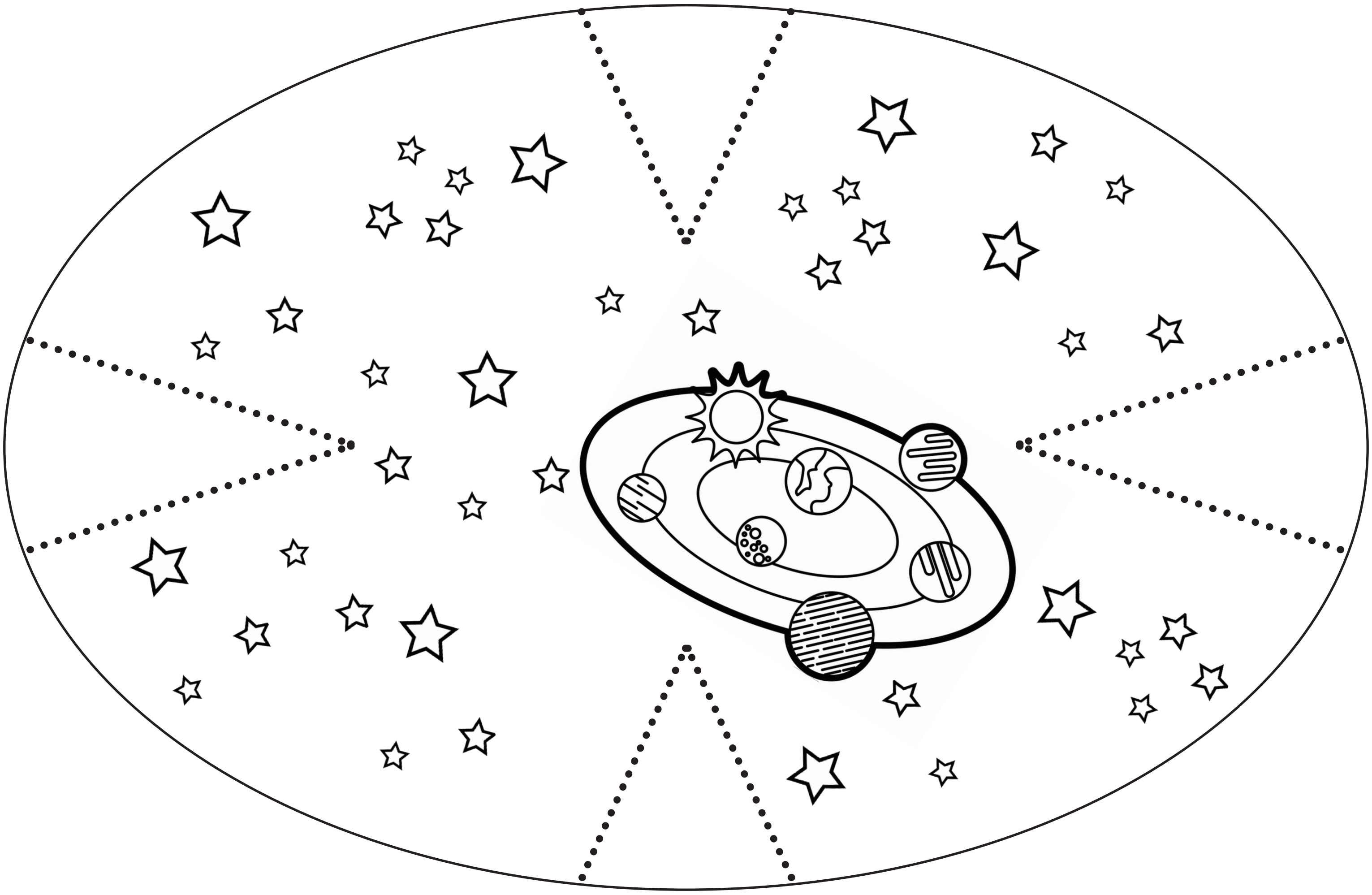
Time: 40 minutes

Suggested Ages: 5+

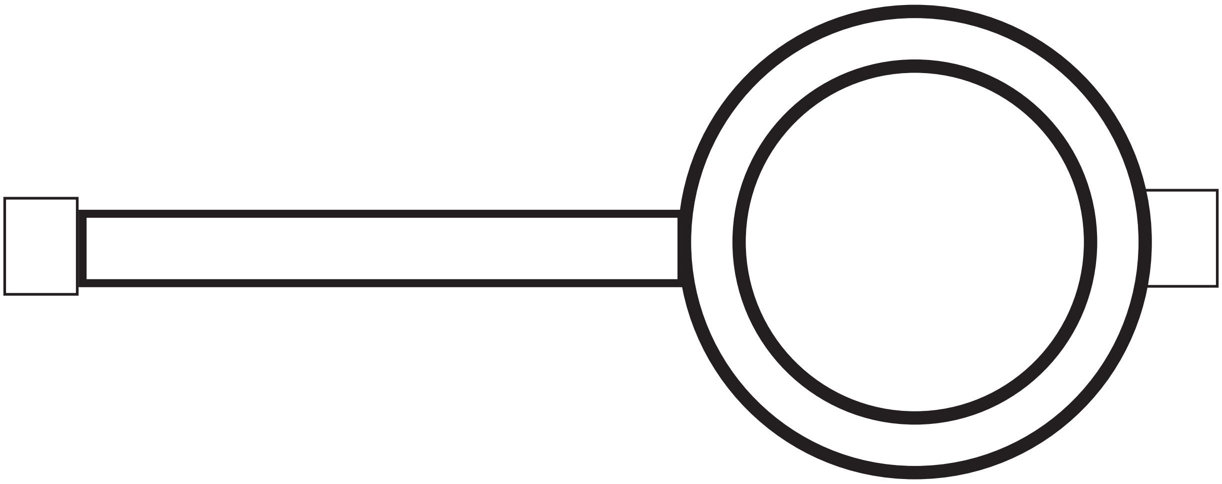
Materials:
- Galaxy shape and magnifying glass template
- Sharpies or coloring pencils
- Scissors
- Tape

Procedures:

1. **SAY:** Salāmun ʿalaykum, dear children! We learned that we must always do the right thing because Allah sees all that we do. How does knowing Allah is watching help us do right thing? (wait for responses)
2. **SAY:** Good! When someone such as a parent is important to us we don't want to let them down. If we love Allah and always remember Him then we should want to please Him. What happens to our relationship with Allah when we work to please Him? (wait for responses)
3. **SAY:** MāshāʾAllāh, good answers. When we work to please Allah and know Him better then we grow closer to Him and we stay on the path of our purpose. This way, Inshāʾ Allāh we can all achieve a good akhira, a place in Jannah.
4. **SAY:** Today we will make a special project to remind us that Allah is always watching and that we should do the right thing to please Him.
5. At this time hand out the galaxy shape and magnifying glass template.
6. Have the children color the template and then gently roll it vertically and then open it and gently roll it horizontally. This will make it more malleable when shaping it.
7. Then have the children cut out the galaxy oval and magnifying glass. Have them cut out the triangle shaped gaps in the galaxy oval.
8. Next, help them to cut out the inner circle of the magnifying glass so they can see through it
9. Then help them close the gap of each triangle slowly cupping the galaxy. Have them carefully tape each gap shut. The galaxy should be cupped inward.
10. Then tape the magnifying glass to the edge of the galaxy shape such that the solar system is visible through the magnifying glass "lens".
11. Next take the strip with the verse written on it and have them affix each end to the sides of the galaxy shape so that the verse arcs over the bowl of the galaxy shape.



Don’t you know that Allah is always watching?



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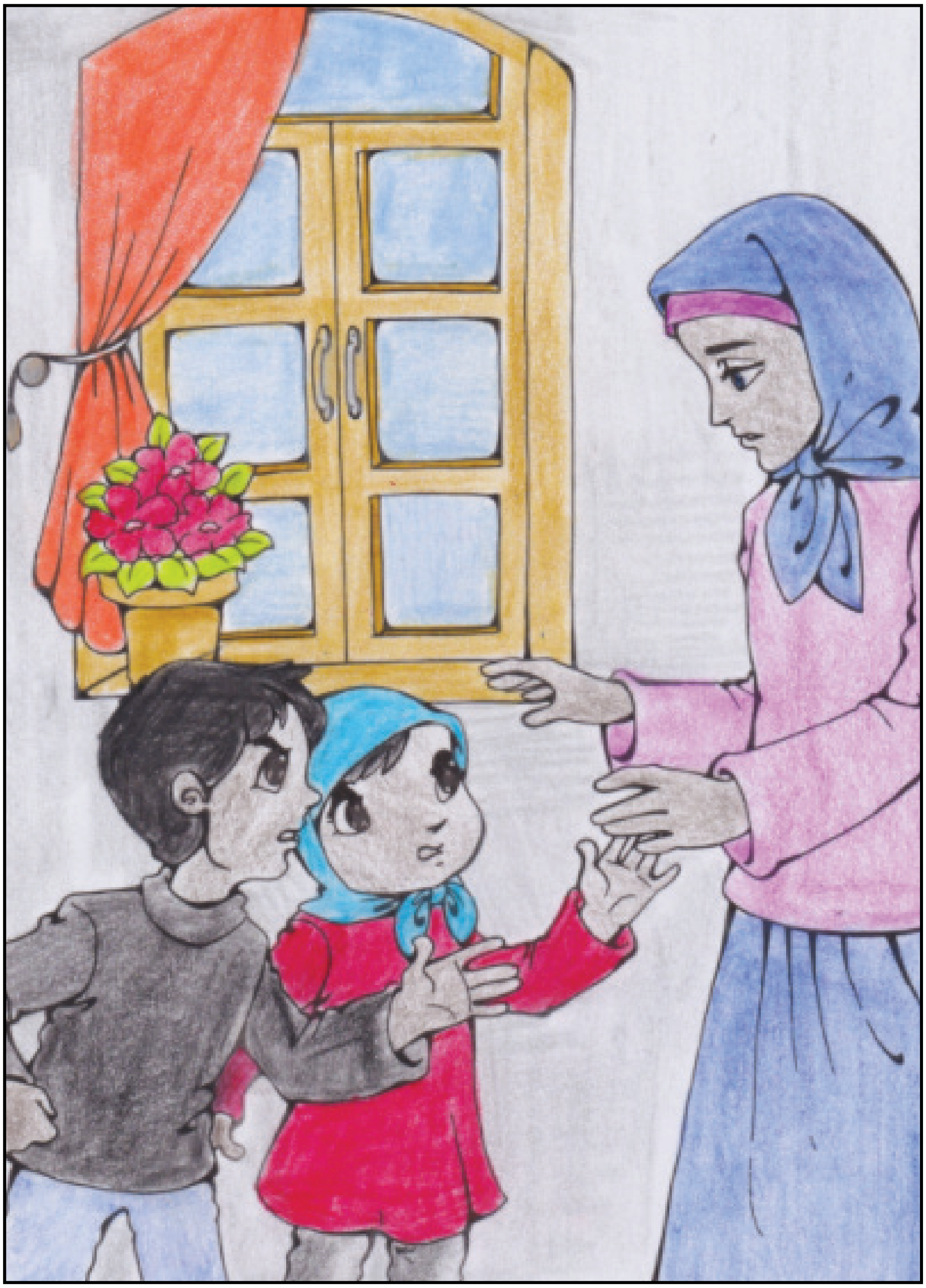
LESSON 10: SPEAKING CALMLY WITH OTHERS



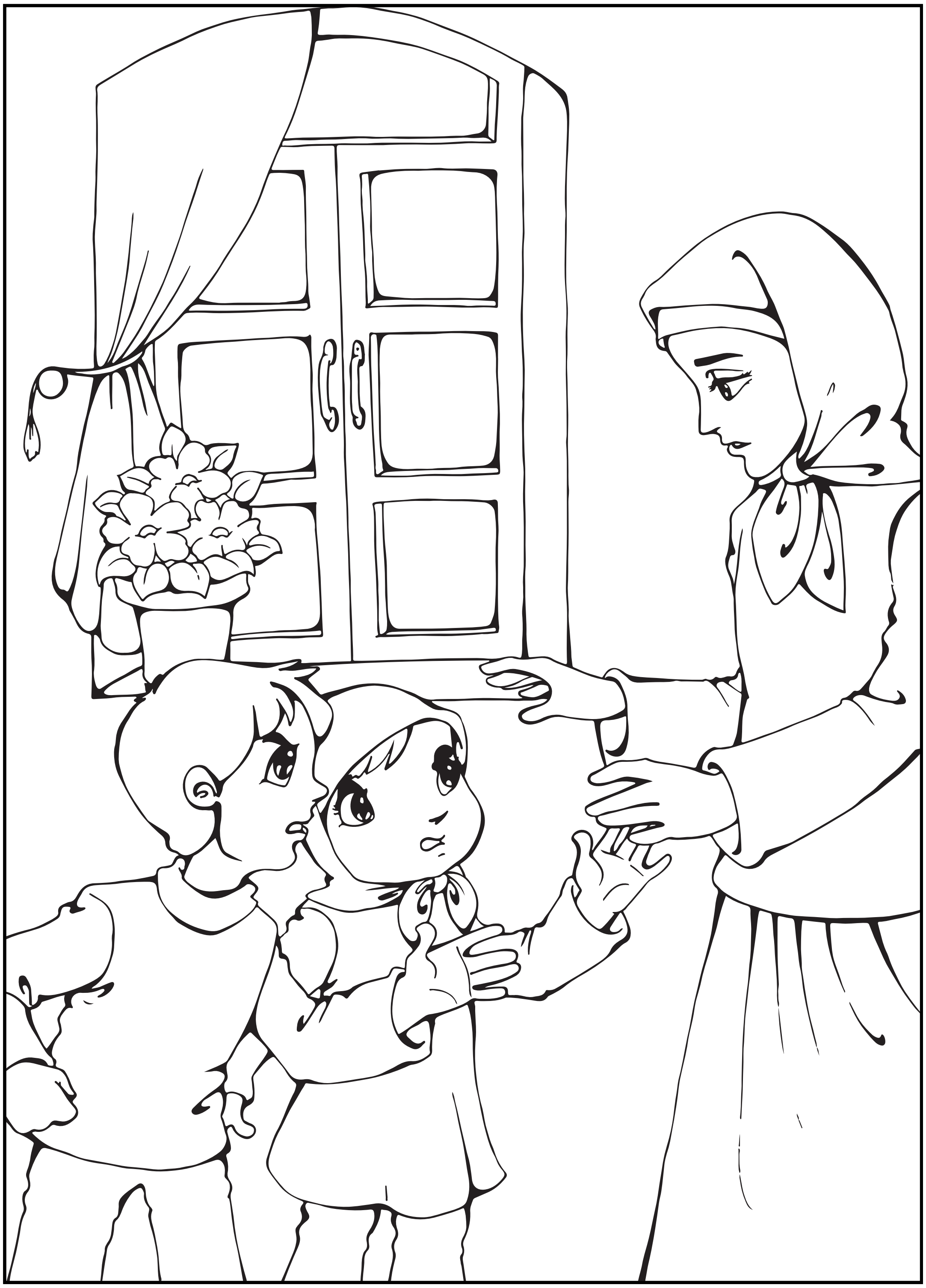
And lower your voices (and speak calmly)

Sūrah Luqmān, Verse 19
(31:19)

﴿وَاغْضُضْ مِنْ صَوْتِكَ﴾

Waghḍuḍ min ṣawtik

LESSON 10: SPEAKING CALMLY WITH OTHERS



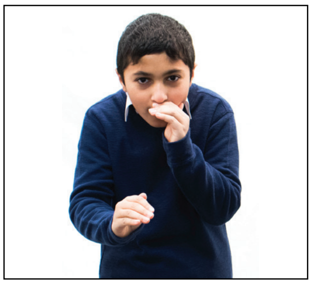
And lower your voices (and speak calmly)

Sūrah Luqmān, Verse 19
(31:19)

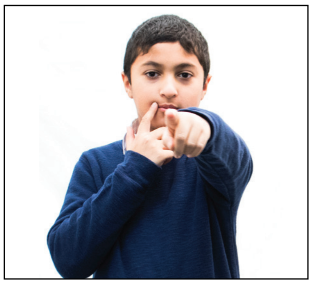
﴿وَاغْضُضْ مِنْ صَوْتِكَ﴾

Waghḍuḍ min ṣawtik

LET'S SIGN!



Lower hands and pretend to wisper (Waghḍuḍ - and lower)



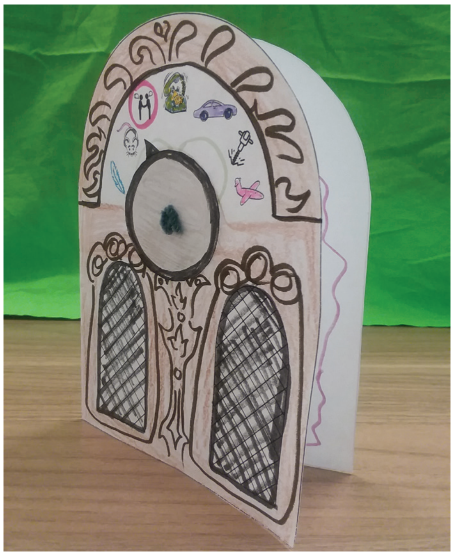
Point to lips and point to audience (Min ṣawtik - your voices (and speak calmly))

MATCHING TIME!

Match each word or phrase with its correct definition!

English	Arabic
Your voice	وَ
And	أُغْضُضْ
Lower	صَوْتِكَ

Lesson 10: Speaking Calmly with Others



Objective: Children will learn about speaking calmly and having good akhlaq. Children will learn that the power of ʿaql, or intellect, can help us maintain our voices and behavior.

Time: 40 minutes

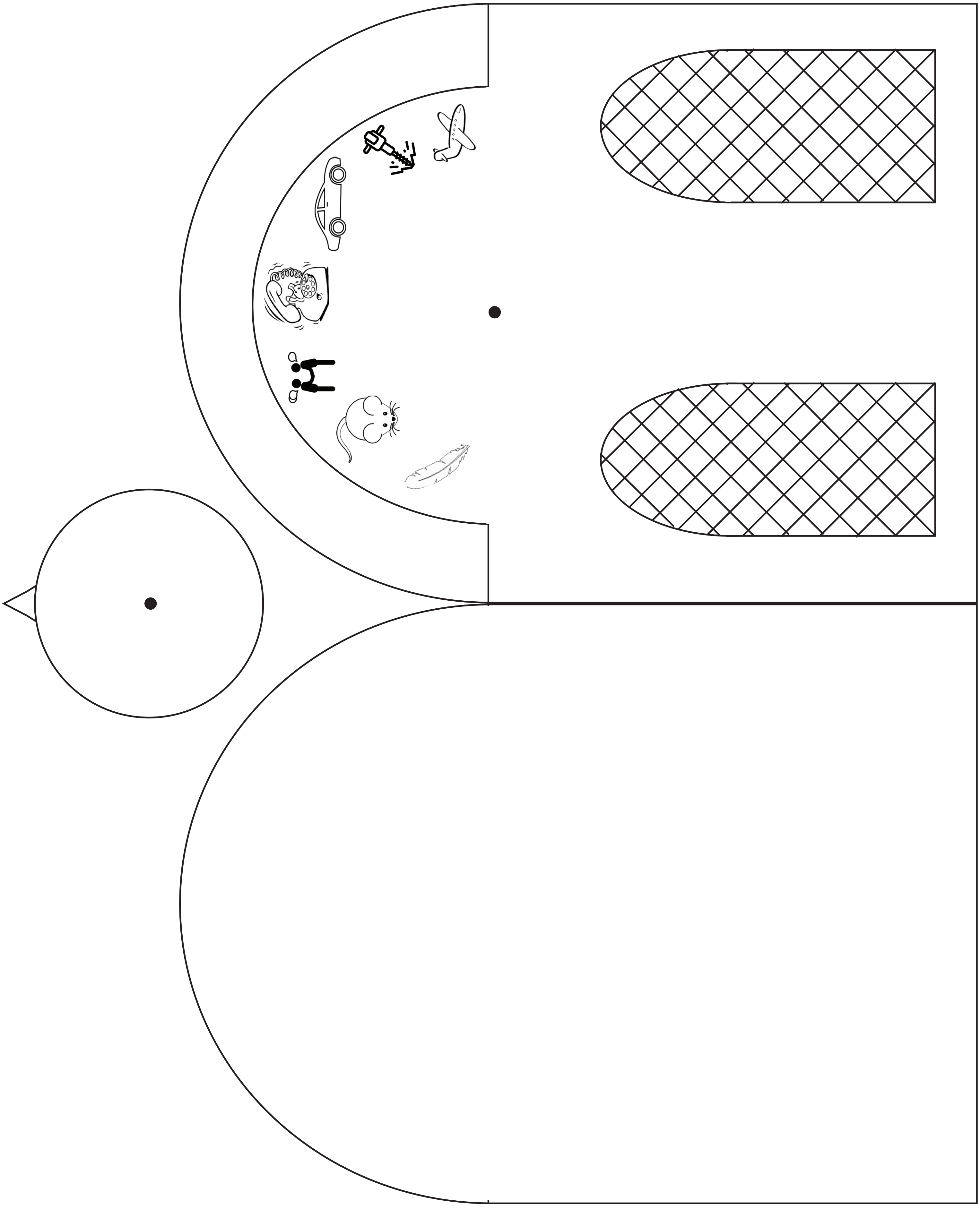
Suggested Ages: 5+

Materials:

- Vintage radio and knob template
- Sharpies or coloring pencils
- Scissors
- Brads or fasteners

Procedures:

1. **SAY:** Salāmun ʿalaykum, dear children! We learned that speaking calmly and politely is a mercy towards others. What is the opposite of speaking calmly and politely? (wait for responses)
2. **SAY:** Many good answers. Screaming and shouting or sarcasm and name-calling are all opposite of calm and quiet communication. What is the main emotion we feel when we are yelling or fighting? (wait for responses)
3. **SAY:** Good! When we get emotional and start raising our voices we are usually angry. When we are angry then our ʿaql is not in control. What is our ʿaql? (wait for responses)
4. **SAY:** Yes! Our ʿaql is our intellect. It is our mind. This is the part of us that helps us to do the right thing and speak the proper way. So if we speak calmly and politely instead of in anger then what is in control our anger or our ʿaql?
5. **SAY:** Yes, our ʿaql is in control. We use our ʿaql to help us make good choices and control our voice and our emotions. Whenever we start to get upset or emotional we must take a moment to calm down so our ʿaql regains control so that we can think and not say anything that is unkind or unmerciful.
6. **SAY:** Today we will make a special project to help is remember that we can control our voices and our choices, inshāʾAllāh.
7. At this time hand out the vintage radio and knob template.
8. The vintage radio is card shaped and there is a tiny dot to mark where the brads and knob should be placed.
9. Have the children color and decorate their vintage radio and knob. Point out to them the noise chart on the face of the radio and guide their attention to where the people talking are on the quieter side of the noise chart.
10. Have the children cut out the radio card and knob. Do not let them fold the card yet so that they do not puncture both sides of the card in the next step.
11. Next help the children puncture the braids through the know then through the face of the vintage radio.
12. Help the children fast then brad on the other side. Then have them fold the card so that the radio face is on the outside with the turnable knob.
13. Finally have them write the ayah on the inside of the card and decorate the area around the āyah.



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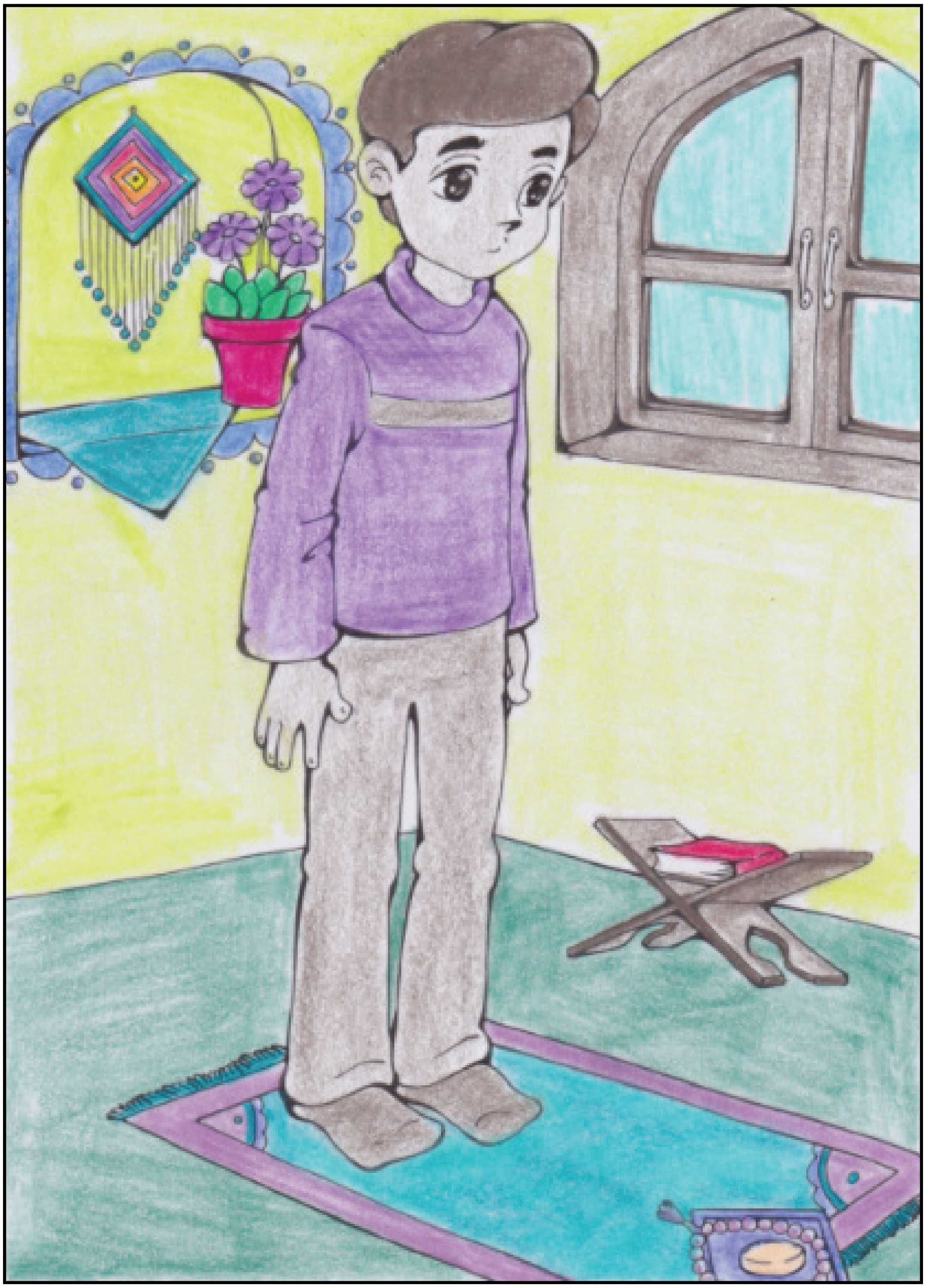
LESSON 11: ESTABLISHING PRAYERS



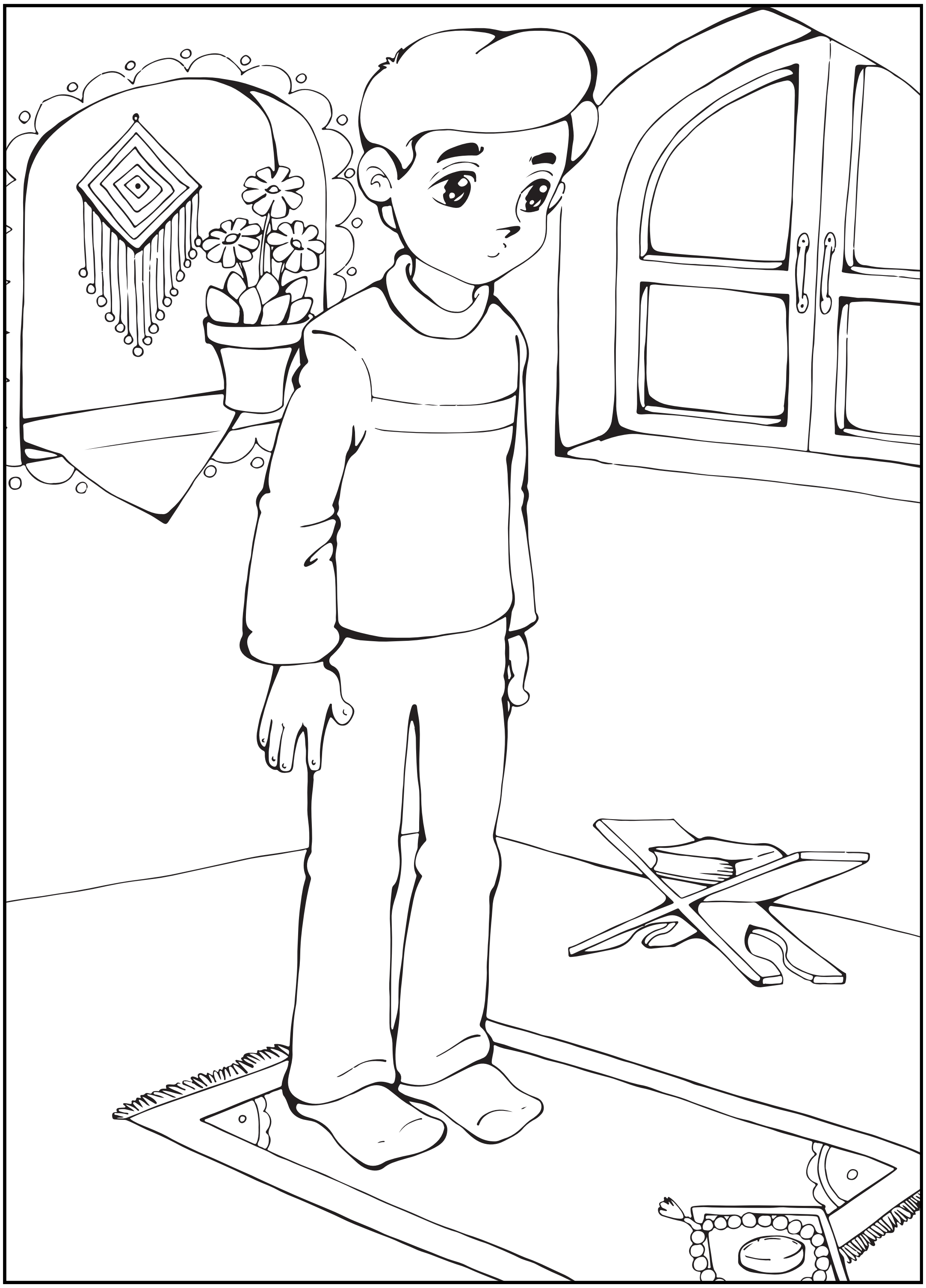
And establish the prayers to remember Me

Sūrah Ṭā Hā, Verse 14 (20:14)

﴿وَأَقِمِ الصَّلَاةَ لِذِكْرِي﴾

Wa aqimiṣ-ṣalāta lidhikrī

LESSON 11: ESTABLISHING PRAYERS



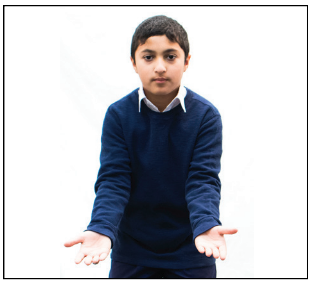
And establish the prayers to remember Me

Sūrah Ṭā Hā, Verse 14 (20:14)

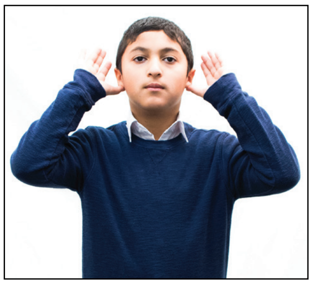
﴿وَأَقِمِ الصَّلَاةَ لِذِكْرِي﴾

Wa aqimiṣ-ṣalāta lidhikrī

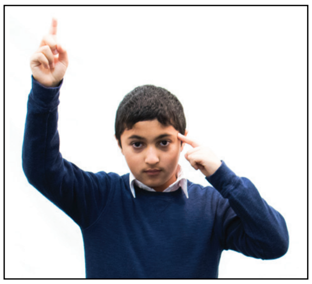
LET'S SIGN!



Signaling to stand up (Wa aqimiṣ - and establish)



Allahu Akbar hands (Ṣalāta - the prayers)



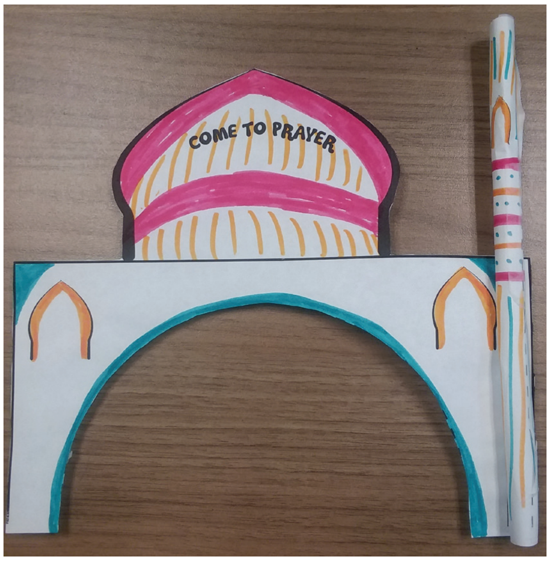
Point one finger to brain and another to Allah (Lidhikrī - to remember Me)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
Establish	وَ
And	أَقِمِ
The prayers	اَلصَّلَاةَ
Me	ذِكْرِ
Remember	ي

Lesson 11: Establishing Prayers



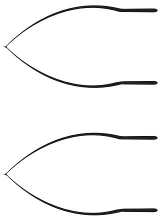
Objective: Children will learn that they have the ability and responsibility to establish the wajib prayers for themselves and their loved ones.

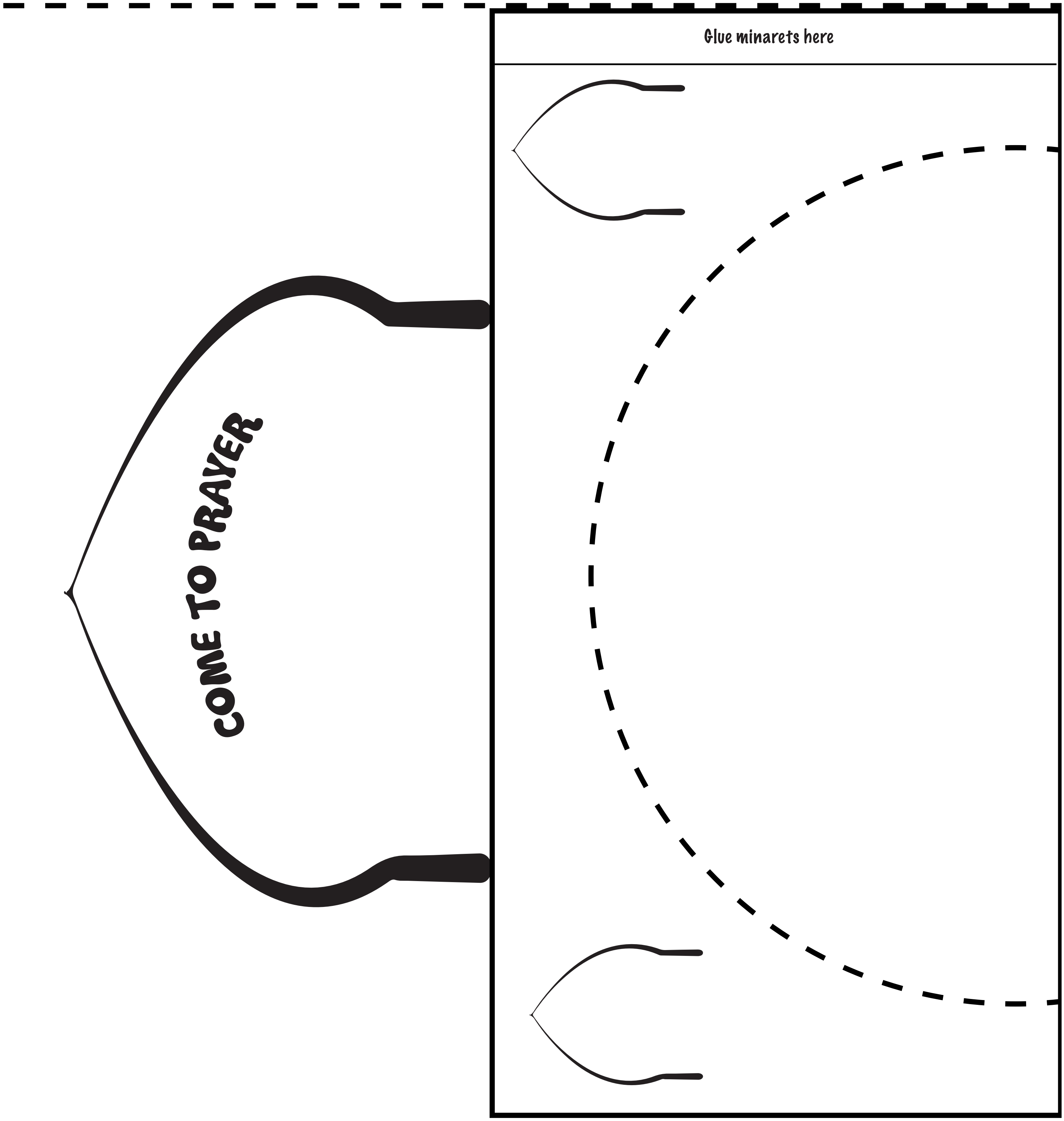
Time: 40 minutes

Suggested Ages: 5+

Materials:
- Masjid frame and minaret template
- Straws
- Sharpies or coloring pencils
- Scissors
- Tape and Glue

Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We learned that praying is a way to remember Allah and helps us remember that He is watching us. Why is it important to remember our prayers? (wait for responses)
2. **SAY:** Good responses. Prayers help is to keep our connection with Allah. When we keep our connection with Allah by praying five times a day we remind ourselves that He is watching us. If praying helps us to remember Allah how else do our prayers benefit us? (wait for responses)
3. **SAY:** Good guesses. When we pray five times a day then we are checking to see that are we doing the right thing and making good choices during our day, everyday. This way we establish the prayers for ourselves and remember our purpose to get closer to Allah and do good deeds. Can we help others by establishing the prayers? (wait for responses)
4. **SAY:** Yes! Many times by remember our prayers regularly and on time we can encourage our family members to do the same thing. We can help others to remember Allah and to pray on time everyday. How can we establish the prayers for ourselves and for others? (wait for responses)
5. **SAY:** Good suggestions! We can set our alarm clocks or recite aḍaan aloud for the five daily prayers and we can invite our family members to pray with us. When we help each other grow closer to Allah then we have a good Islamic environment in our homes that keep us focused on Allah.
6. **SAY:** Today we will be making a project that will remind us to establish the prayers, InshAllah.
7. At this time hand out the masjid frame and minaret template.
8. Have have the children color and decorate the template.
9. Next the children shout cut out the masjid frame separate it from the minaret at the dotted line.
10. Have the children cut out the arc shape at the dotted line to form the frame.
11. Next have the children take the minaret and using a marker or pencil roll it so that the windows are on opposite sides of the minaret. Then have them tape the minaret so it remains in a cylinder form.
12. Then leaving the pencil in the minaret roll have them glue the minaret to the indicated area on the right side of the frame pressing on the pencil or marker in the minaret roll.
13. After pressing for about a minute have them gently slip the pencil or marker out of the minaret.
14. At this time give the children the pieces of straw.
15. Finally, have them tape the pieces of straw to the back of the masjid frame so that it won't curl up or sag.
16. Tell the children that this frame can be taped on a clock to help them remember to pray.




Glue minarets here
COME TO PRAYER

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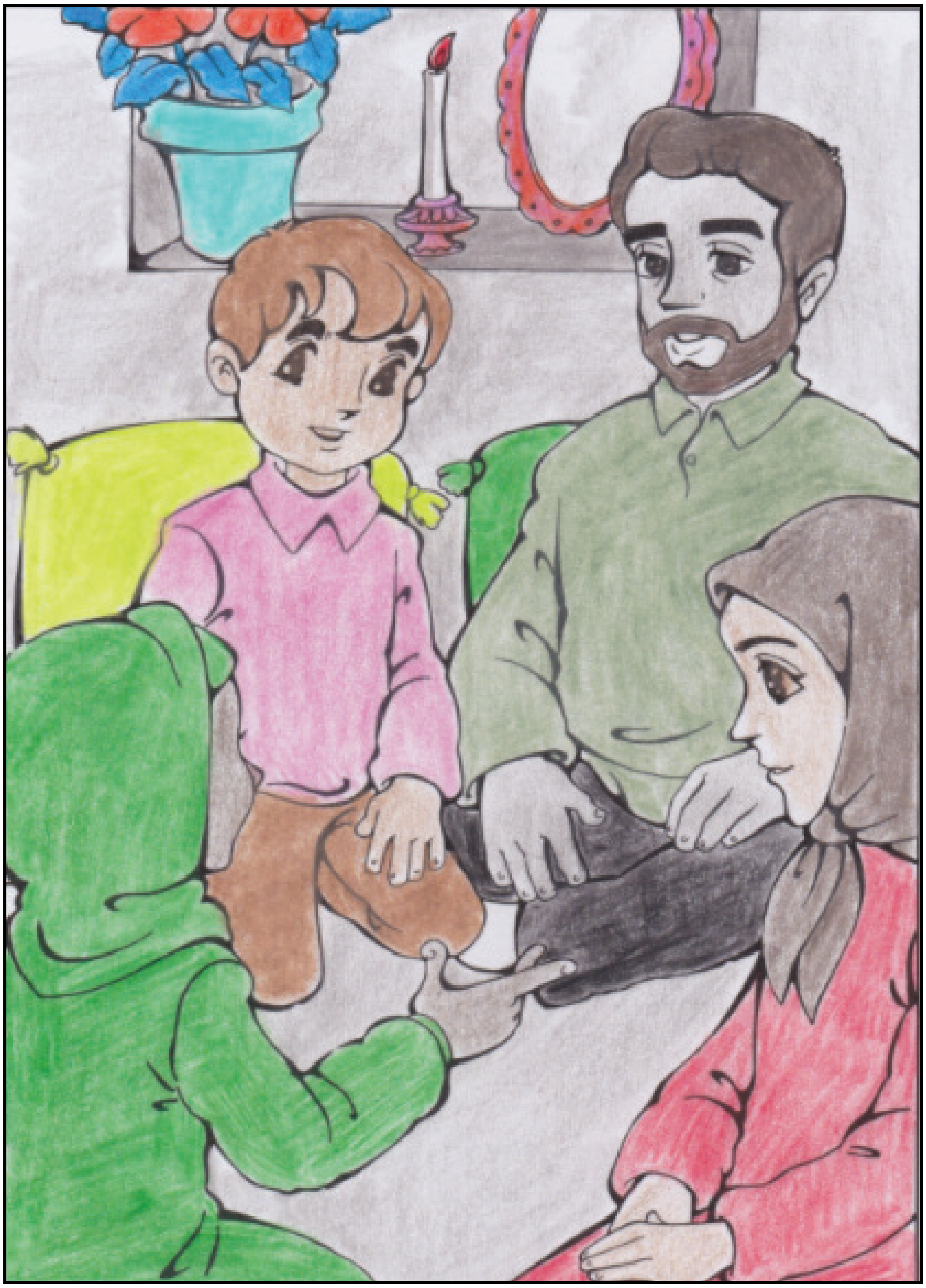
LESSON 12: CONSULTING WITH OTHERS



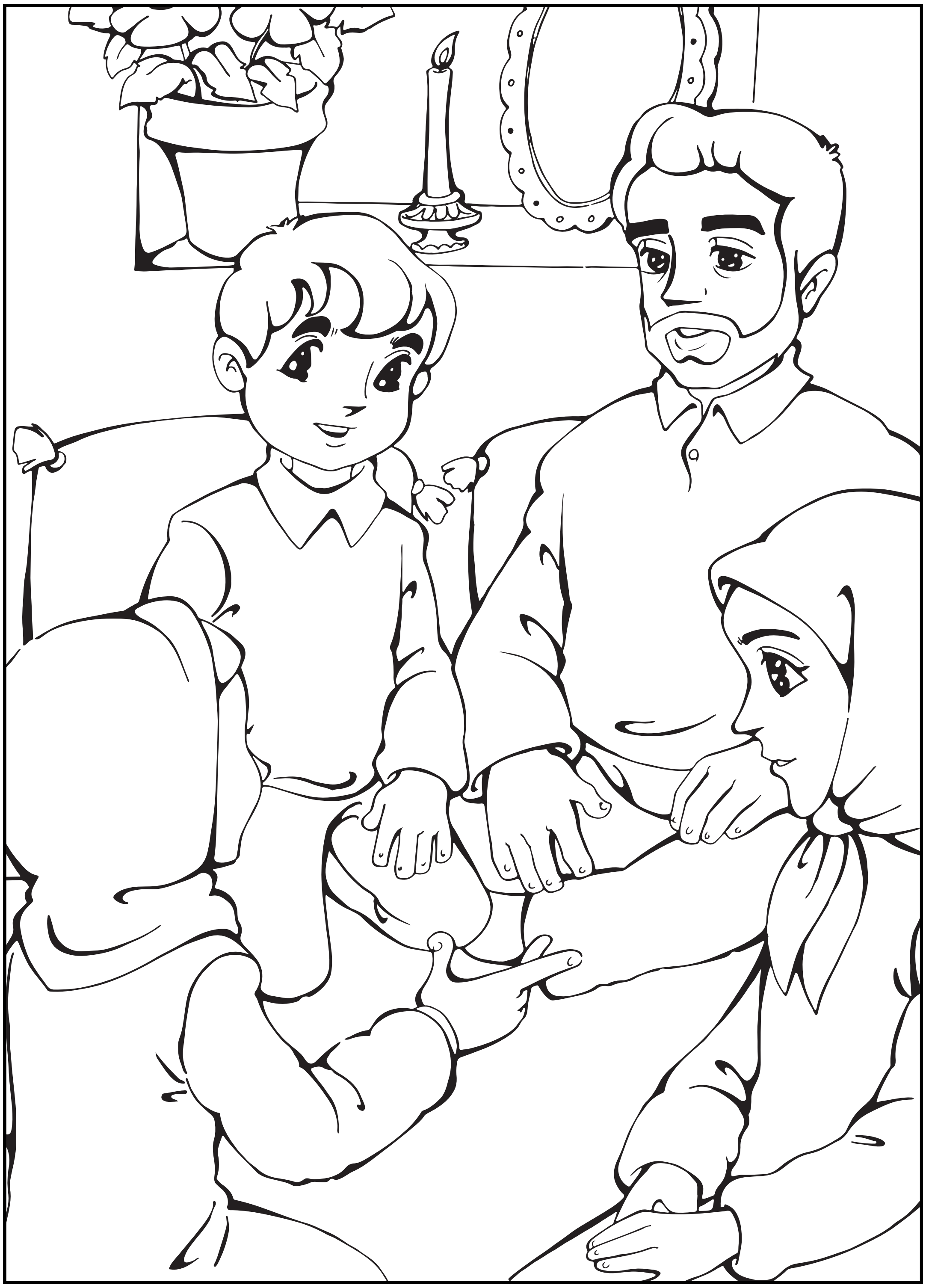
And consult with one another (for important decisions)

Sūrah Āl ʿImrān, Verse 159
(3:159)

﴿وَشَاوِرْهُمْ فِي الْأَمْرِ﴾

Wa shāwirhum fil-amr

LESSON 12: CONSULTING WITH OTHERS



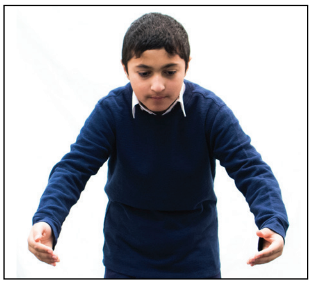
And consult with one another (for important decisions)

Sūrah Āl ʿImrān, Verse 159
(3:159)

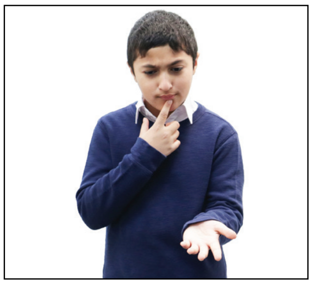
﴿وَشَاوِرْهُمْ فِي الْأَمْرِ﴾

Wa shāwirhum fil-amr

LET'S SIGN!



Make a circle with your arms as if you're gathering people (Wa shāwirhum - and consult with one another)



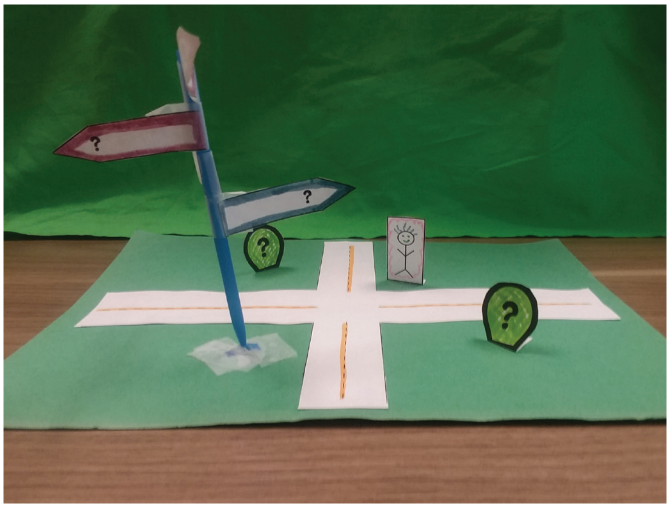
Tap finger on chin and extend arm (Fil amr - (for important decisions))

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
Important decisions	وَ
Consult with one another	شَاوِرْهُمْ
And	اَلْأَمْرِ

Lesson 12: Consulting with Others



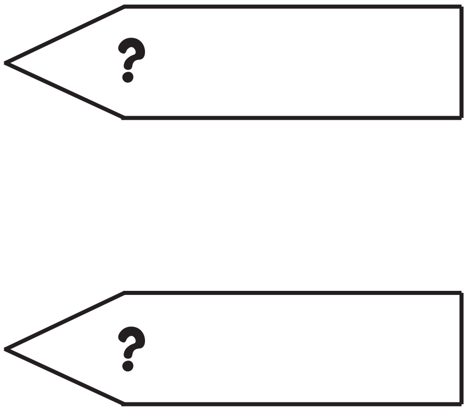
Objective: Children will learn the importance of seeking advice and counsel in making decisions because their choices and actions affect others.

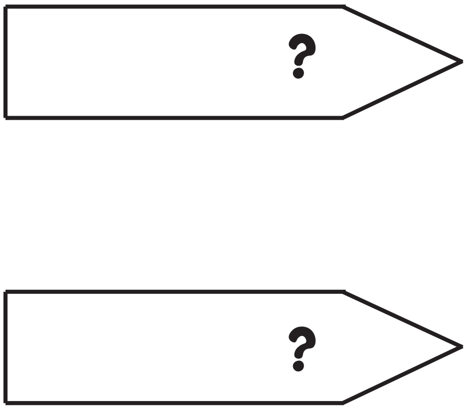
Time: 40 minutes

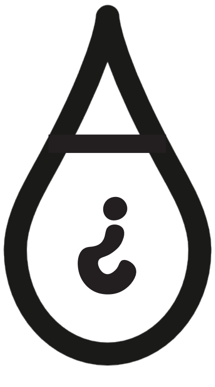
Suggested Ages: 5+

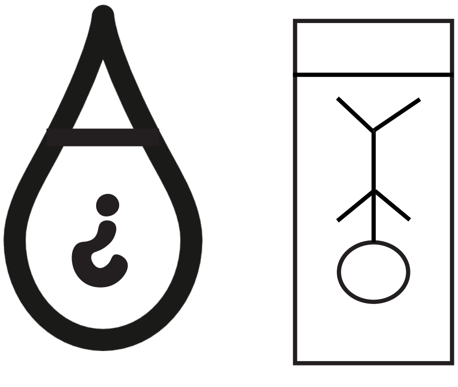
Materials:
- Crossroads and person template
- Construction paper
- Straws
- Sharpies or coloring pencils
- Scissors
- Glue and tape

Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We just learned that we should consult with those who know so that we can make good choices. Who are some of the people we can go to for advice? [wait for responses)
2. **SAY:** Good! We can go to our parents, or our teachers, or a Maulana! Māshāʾ Allāh. Once we figure out what choices we should make it is important also to know why we are trying to do the right thing. Why is it important to make the right choices? (wait for responses)
3. **SAY:** Good! Making the right choices means that we are doing good deeds and acts of worship. When we do good deeds and acts of worship Who will be pleased with us? (wait for responses)
4. **SAY:** Yes! When we do good deeds and acts of worship then Allah will be pleased with us. This is why we should get help from those who are knowledgeable, such as our parents and teachers, about what are the right choices. And once we make the right choices we can grow closer to Allah and achieve our purpose, Inshāʾ Allāh.
5. **SAY:** Today we will be making a special project that will help us to remember that we will always have times where we need to ask for advice and that we should be proud of ourselves for getting help from those who know so that we can be closer to Allah.
6. At this time hand out the cross roads and person template.
7. Have the children color and decorate the template.
8. Next cut out all of the pieces in the template. The crossroads should be a single plus-shaped piece. ****the dotted lines are not for cutting they are the lane separators in the road****
9. At this time hand out a sheet to of construction paper to each child and have the children glue the crossroads onto the construct paper.
10. Now hand out one straw to each child and have them cut of the bendy end.
11. Make a one 1 in. snip through one end of the straw so that the end forms two tabs.
12. Bend back the two tabs of the straw and have them tape down the straw so that it forms a pole at one corner of the crossroads.
13. Next have the children tape the four arrows to the top of the pole so that each points in a different direction. Have them tape the flags onto the straw.
14. Then take the person and question marks and fold back the tabs at the bottom of each piece and glue them on the construction paper so that they are standing upright at the crossroad.









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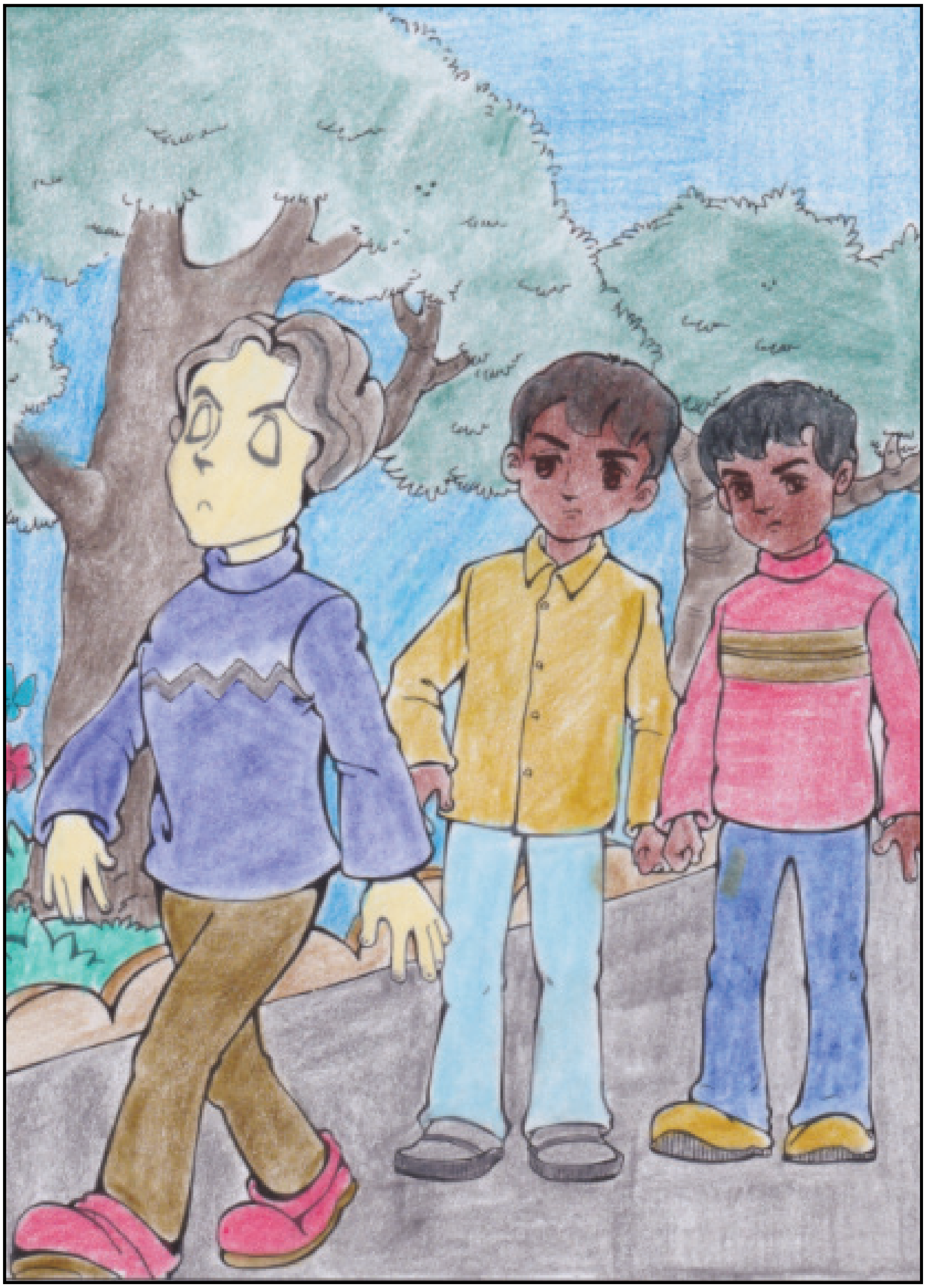
LESSON 13: PRIDE & ARROGANCE



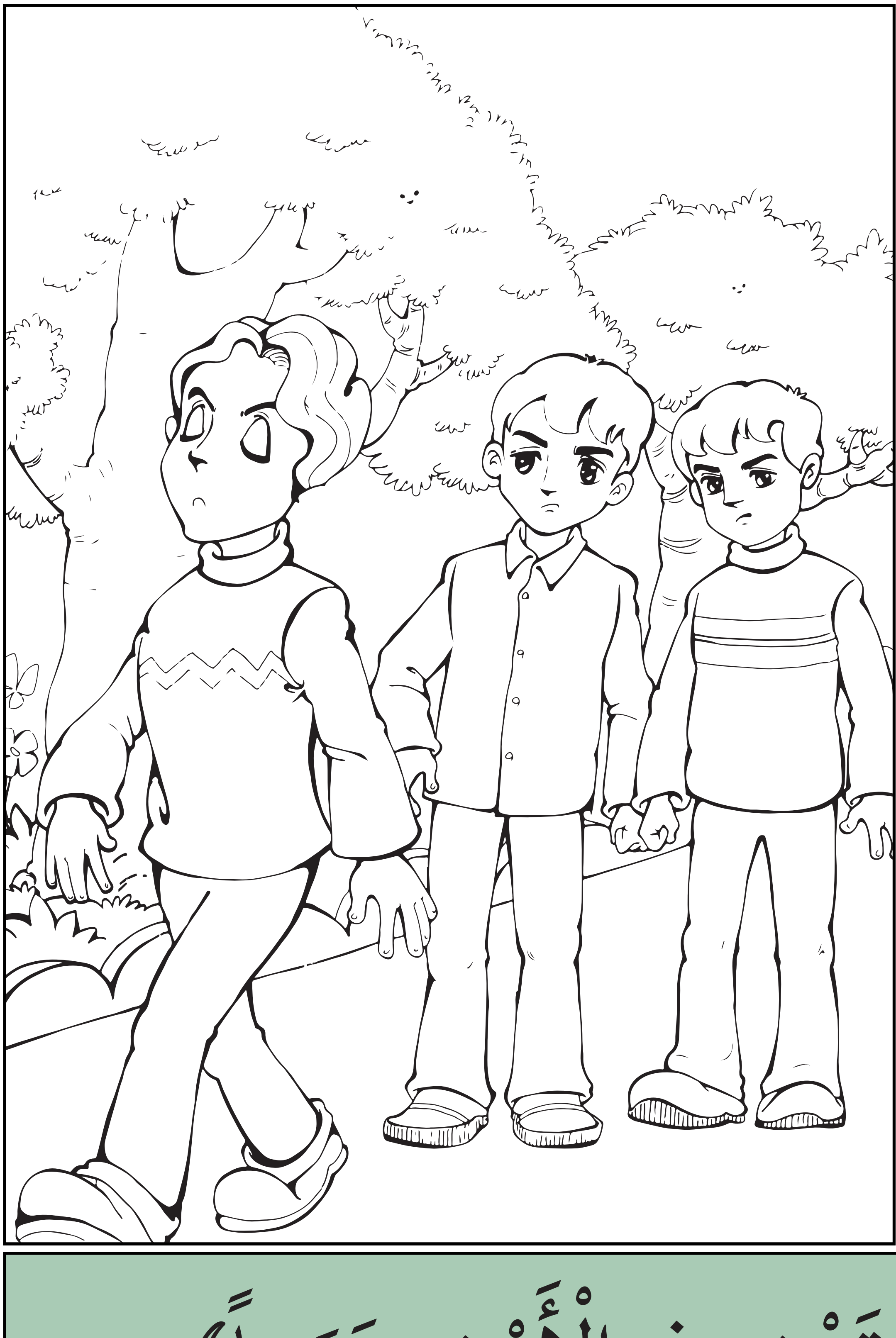
And do not walk on the earth proudly

Sūrah Luqmān, Verse 18
(31:18)

﴿وَلَا تَمْشِ فِي الْأَرْضِ مَرَحاً﴾

Wa lā tamshi fil-arḍi maraḥā

LESSON 13: PRIDE & ARROGANCE



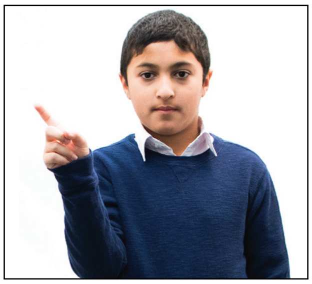
And do not walk on the earth proudly

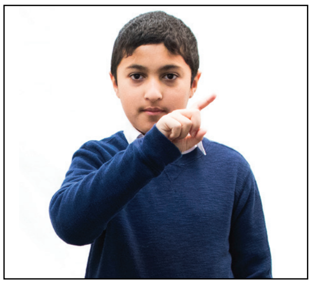
Sūrah Luqmān, Verse 18
(31:18)

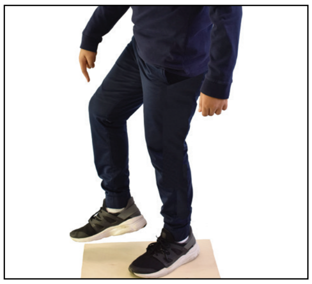
﴿وَلَا تَمْشِ فِي الْأَرْضِ مَرَحاً﴾

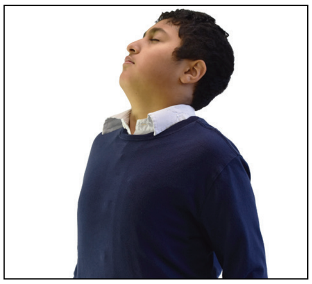
Wa lā tamshi fil-arḍi maraḥā

LET'S SIGN!


Make "No" with your finger
(Wa lā - and do not)


Make "No" with your finger
(Wa lā - and do not)


Put one foot up, point one finger to the ground
(Tamshi fil-arḍi - walk on the earth)

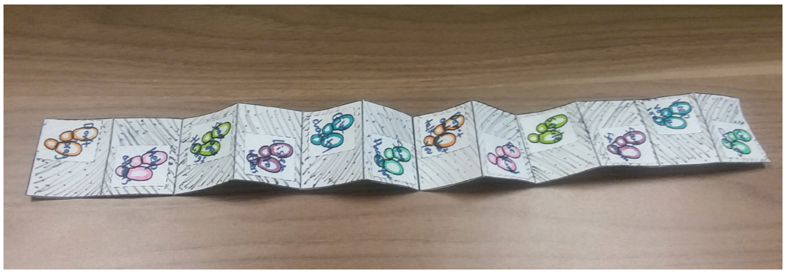

Chest pumped up
(Maraḥā - proudly)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
Do not	وَ
And	لَا
Earth	تَمْشِ
Proudly	فِي
Walk	اَلْأَرْضِ
On	مَرَحاً

Lesson 13: Pride and Arrogance



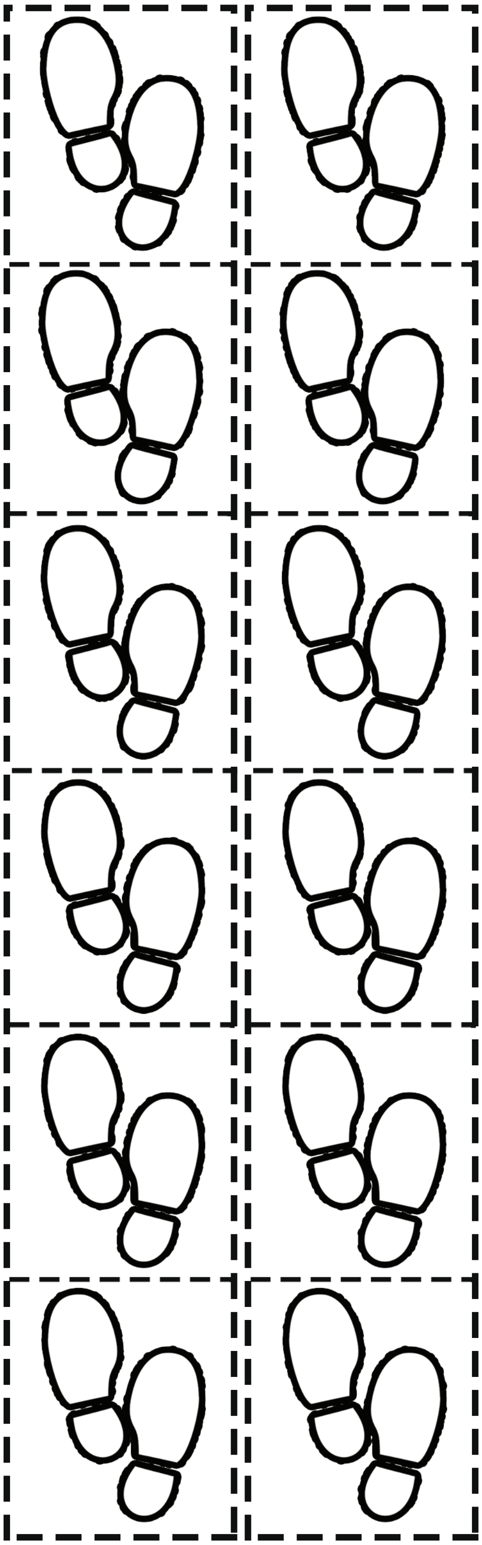
Objective: Children will learn that it is forbidden to walk proudly and arrogantly and they will learn the importance of being humble.

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Walkway and footprints template
- Sharpies or coloring pencils
- Scissors
- Tape and glue

Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We just learned that we should not walk proudly and that we shouldn't think we are better than others. When someone thinks they are better what do they think of others? (wait for responses)
2. **SAY:** Yes, usually those people do not think that other people are as good or as smart or as capable as them. If someone thinks they are better than others then who do they listen to when they need to improve themselves to grow closer to Allah? [wait for response]
3. **SAY:** Right! When someone is proud they don't take other people's advice on how to be better people because they think they already are. So then they cannot humble themselves to learn and improve and grow closer to Allah. This is why we must remain humble so that we can always improve and be more God-conscious.
4. **SAY:** Today we will be making a special project that will remind us that on the path towards Allah we must always remain humble and teachable.
5. At this time hand out the walkway and footprints template.
6. Have the children color and decorate the walk way.
7. Then have the children write on each footprint square different ways to be humble and kind.
8. Have the children cut out the two pieces of walkway and the footprints.
9. Next have the children fold each of the two pieces of walkway in half and then in half again so that each piece has four folds in it.
10. Have the children carefully tape the two pieces of walkway together **without overlapping the two pieces**. The margin between to the pieces should be foldable. The children can reinforce with a little extra tape.
11. Next have the children glue each footprint piece to the walkway **without gluing over the folds in the walkway**.
12. Then have them gently fold up the walkway. Tell them they can carry this project with them and use it to remind themselves how to stay humble and kind.



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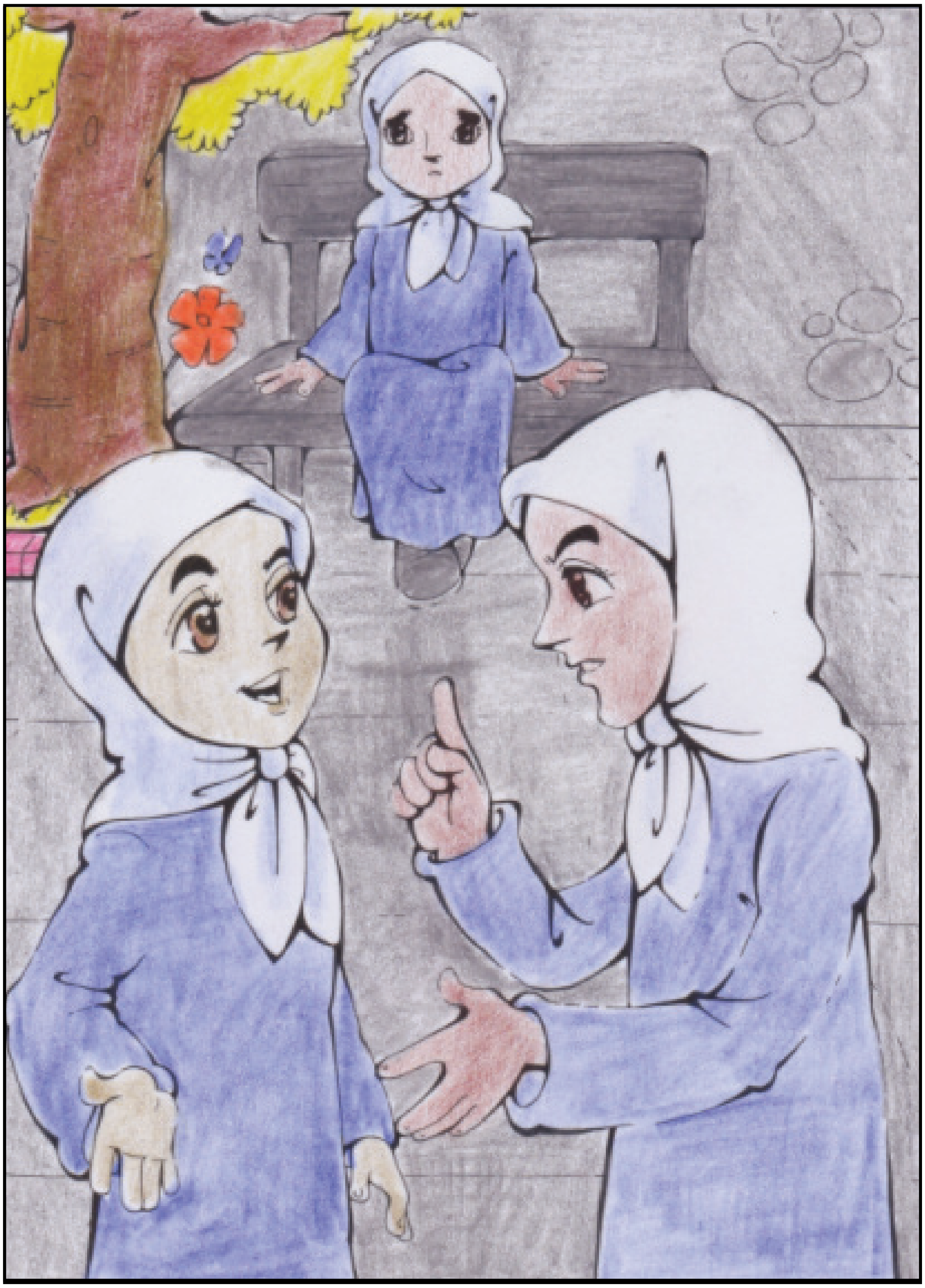
LESSON 14: BACKBITING



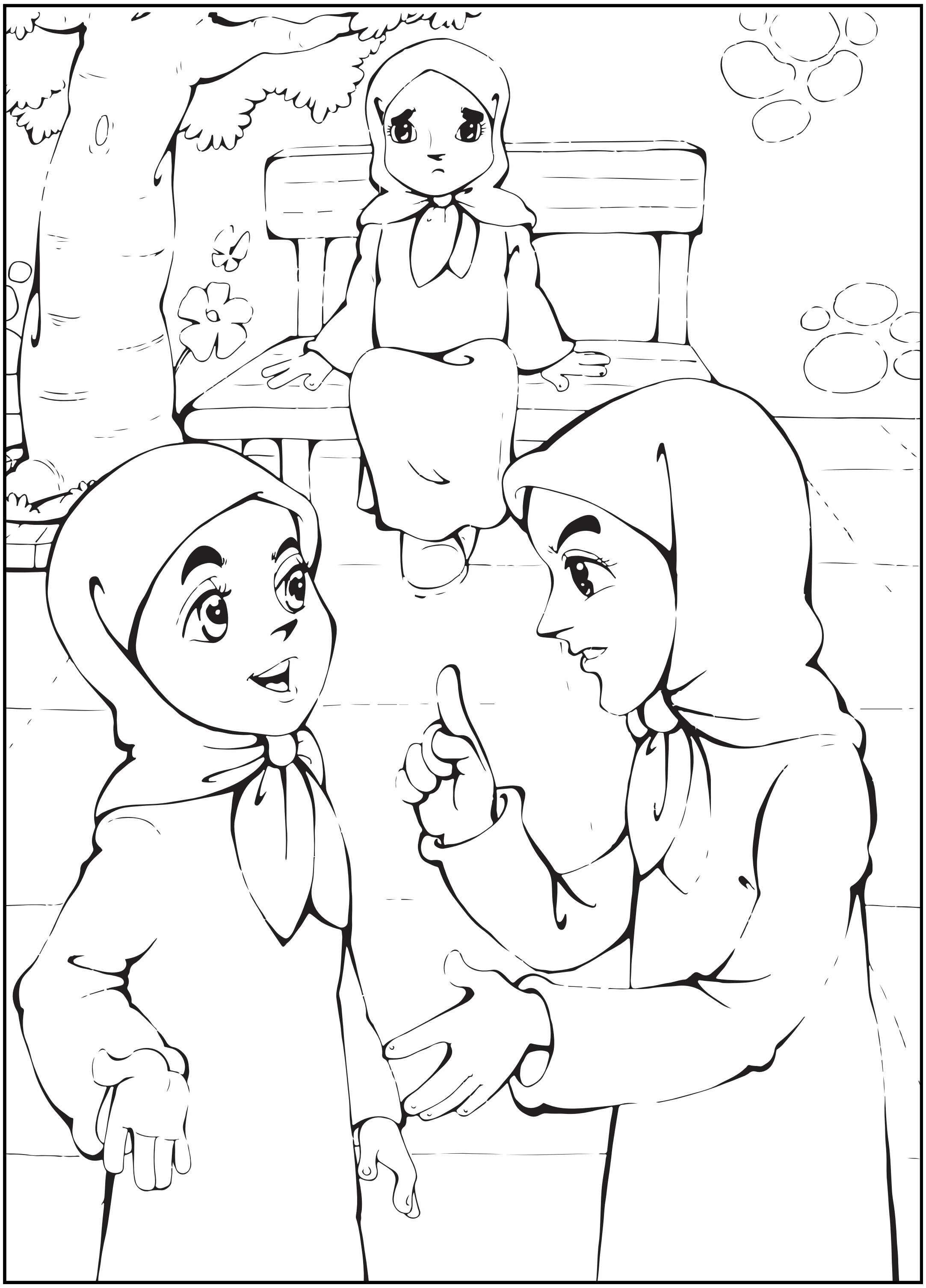
And do not backbite one another

Sūrah al-Ḥujurāt, Verse 12
(49:12)

﴿وَ لَا يَغْتَبْ بَعْضُكُمْ بَعْضاً﴾

Wa lā yaghtab baʿḍukum baʿḍā

LESSON 14: BACKBITING



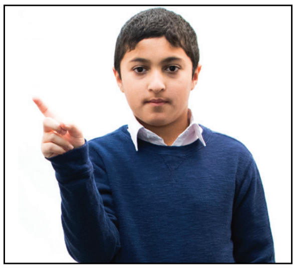
And do not backbite one another

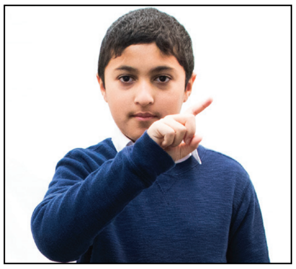
Sūrah al-Ḥujurāt, Verse 12
(49:12)

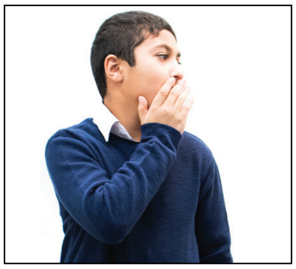
﴿وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضاً﴾

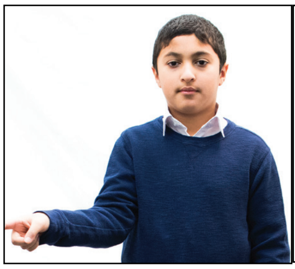
Wa lā yaghtab baʿḍukum baʿḍā

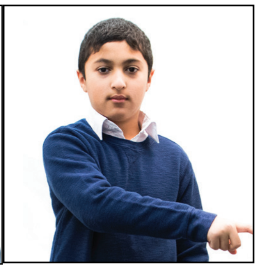
LET’S SIGN!


Make “No” with your finger (Wa lā - and do not)


Make “No” with your finger (Wa lā - and do not)


Talking over shoulder (Yaghtab - backbite)


Point to one another (Baʿḍukum - one)

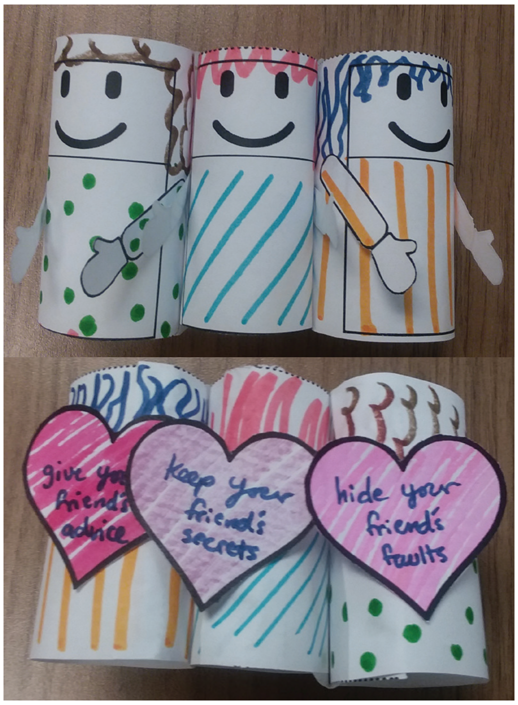

Point to one another (Baʿḍa - another)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
Do not	وَ
And	لَا
One another	يَغْتَبْ
Backbite	بَعْضُكُمْ بَعْضاً

Lesson 14: Backbiting


give your friend's advice
keep your friend's secrets
hide your friend's faults

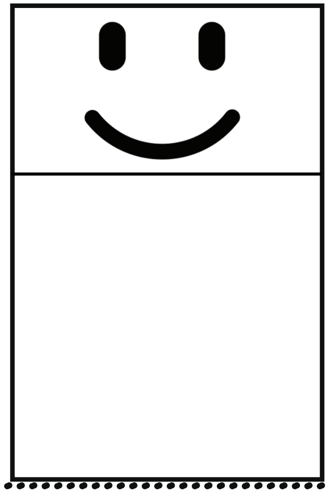
Objective: Children will learn that it is better to be kind and forgiving instead of having a problem with someone's shortcomings and faults.

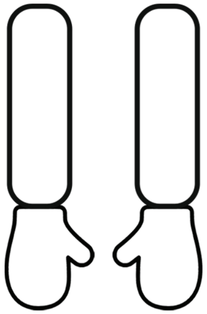
Time: 40 minutes

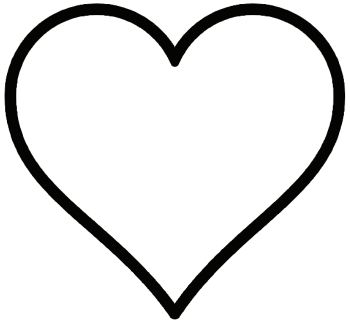
Suggested Ages: 5+

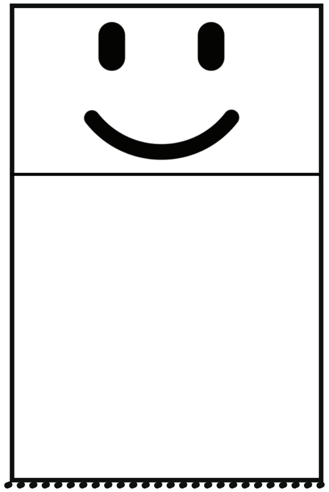
Materials:
- Paper roll people and hearts template
- Sharpies or coloring pencils
- Scissors
- Glue

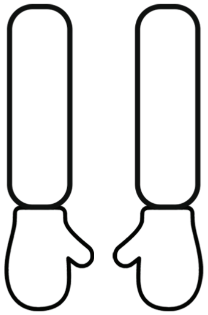
Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We just learned that that backbiting is haram and that we should not talk badly about someone behind their backs. Can someone remind us again what it means to back bite? (wait for responses)
2. **SAY:** Yes! Backbiting is something that may be true about a person but other people do not know about it. So if we know that someone has a bad habit or has made a mistake why can't we tell others about it even if it is true? [wait for response]
3. **SAY:** Good guesses. We must remember that in Islam we have been taught by Allah and the Ahlul Bayt (ʿa) that we should hide other people's faults and mistakes. We should protect each other and take care of each other. What happens when we protect each other and hide each others faults and mistakes? (wait for responses)
4. **SAY:** Good answers. When we help and protect each other then we build up trust and connection in our communities. This way we have a closer, stronger brotherhood and sisterhood with each other. Now, what should we do if we really have a problem with someone because of their faults or their mistakes? (wait for responses)
5. **SAY:** Good guess. We can go to our parents and ask them for help. Many times our parents can guide us in making good choices and being kind to each other. But many times it is better to forgive the person who has made us upset. When we are forgiving and kind with others, then Allah is forgiving and kind with us.
6. **SAY:** Today we will make a special project that will remind us to be kind and forgiving with others and to not backbite about others.
7. At this time hand out the paper roll people and hearts template.
8. Have the children color and decorate the paper roll people and arms.
9. Have the children write on the hearts different ways they can maintain trusts and caring with their friends.
10. Then have the children cut out the paper roll people, arms and hearts.
11. Have the children roll up the paper roll people and tape the seam.
12. Then have the children glue the arms closer to the "front" of each paper roll person's "body".
13. Then glue or tape the three paper roll people together to form a row.
14. Lastly glue one heart on the "back" of each paper roll person.

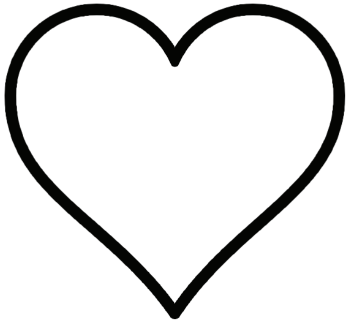


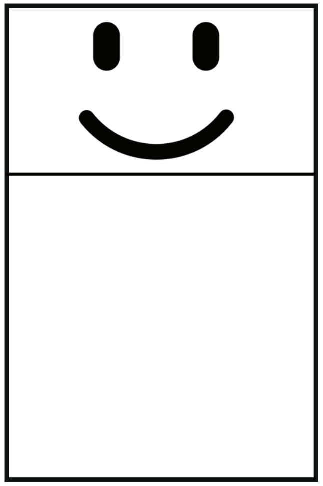


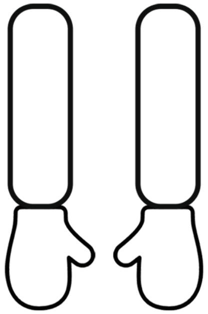


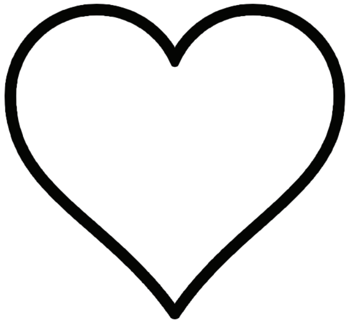












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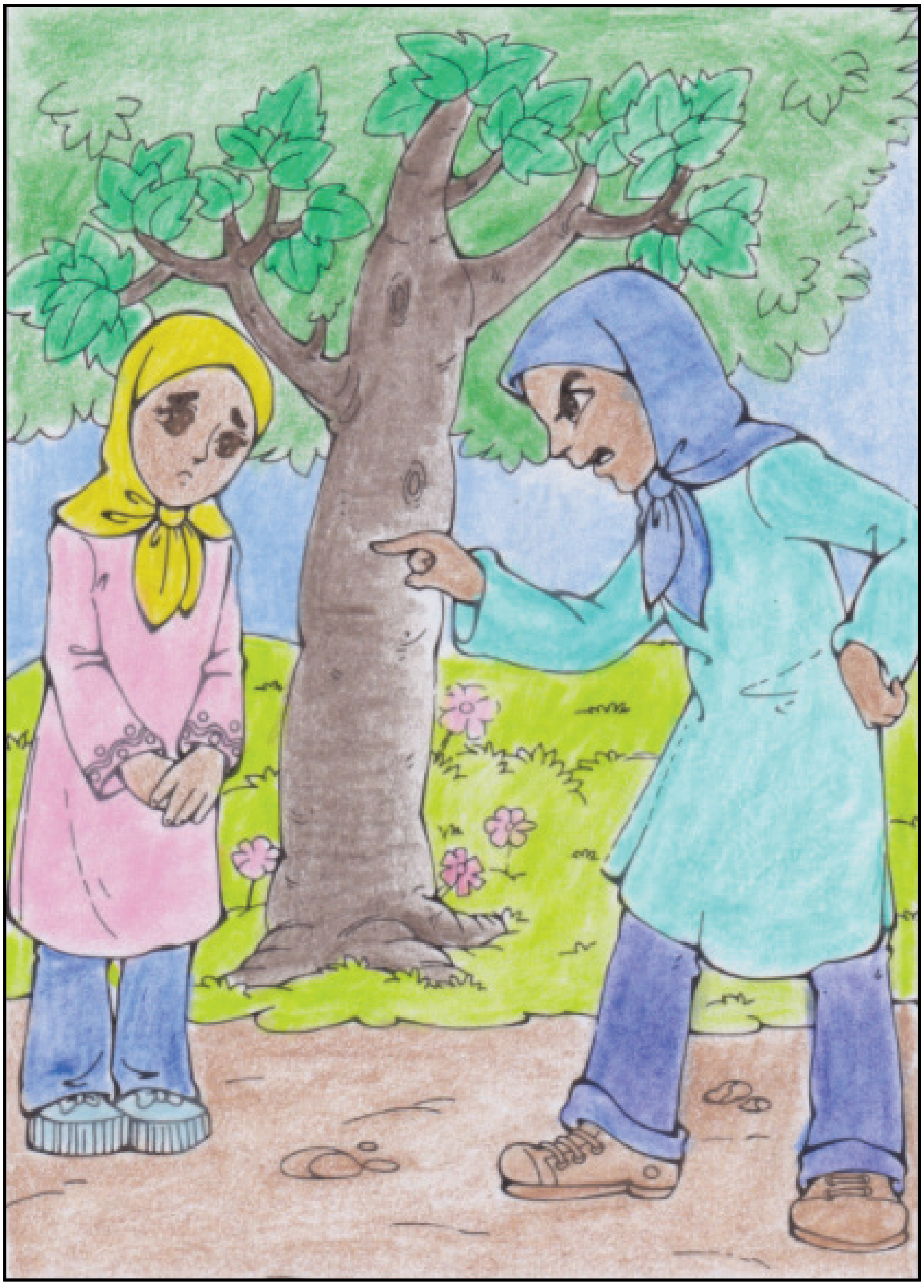
LESSON 15: BAD NAMES



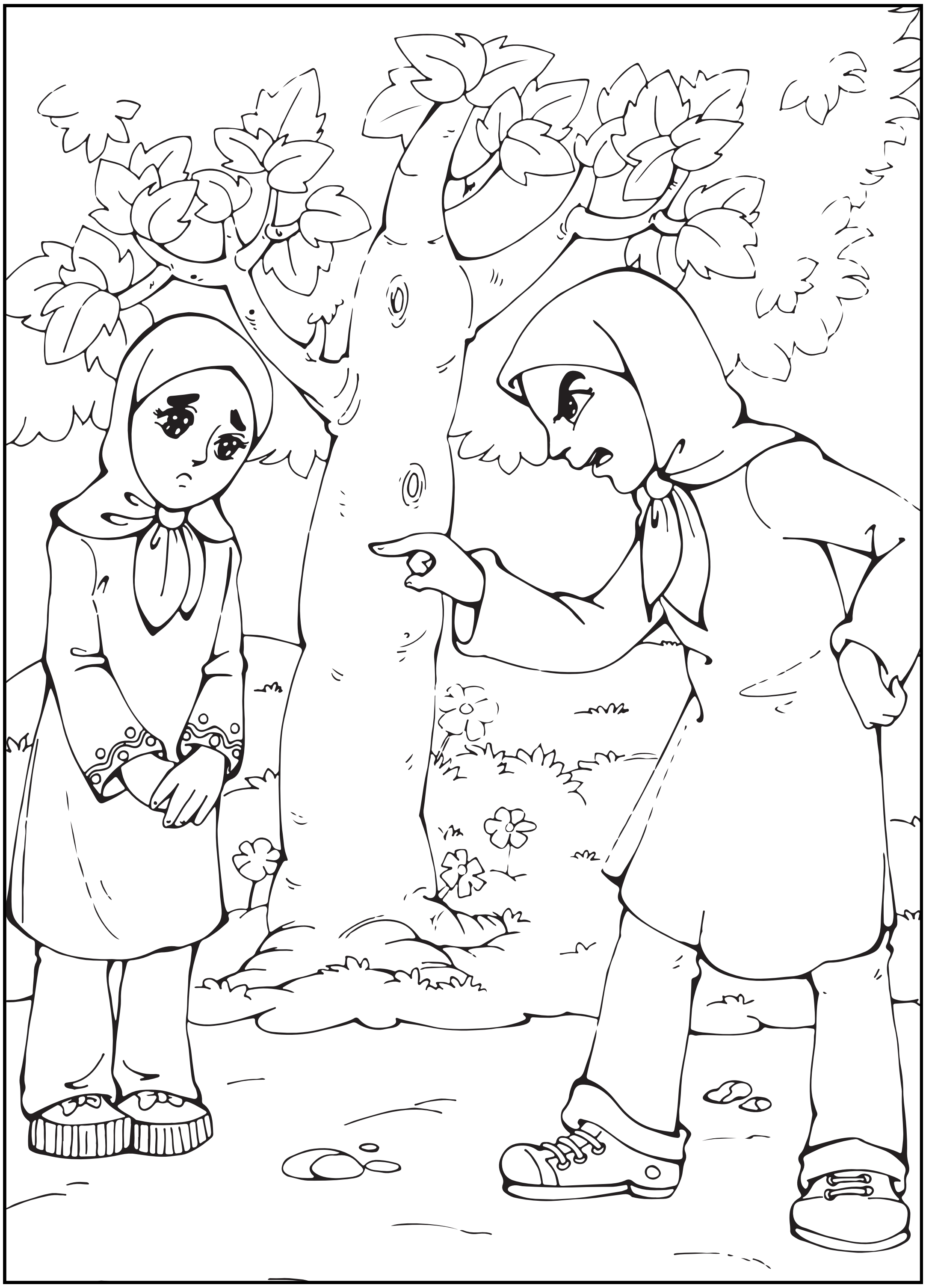
And do not insult each other with bad names

Sūrah al-Ḥujurāt, Verse 11
(49:11)

﴿وَلَا تَنَابَزُوا بِالْأَلْقَابِ﴾

Wa lā tanābazū bil-alqāb

LESSON 15: BAD NAMES



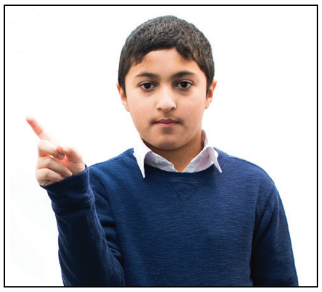
And do not insult each other with bad names

Sūrah al-Ḥujurāt, Verse 11
(49:11)

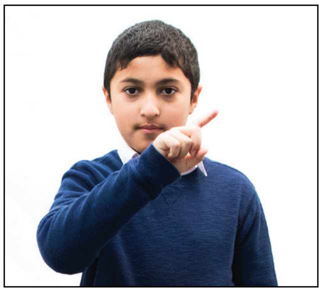
﴿وَ لَا تَنَابَزُوا بِالْأَلْقَابِ﴾

Wa lā tanābazū bil-alqāb

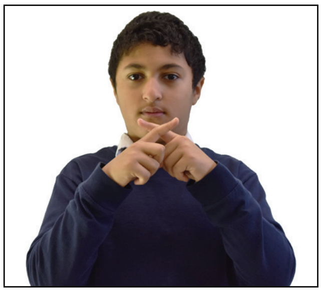
LET'S SIGN!



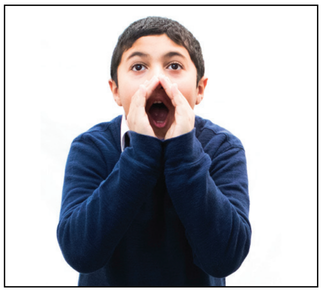
Make "No" with your finger
(Wa lā - and do not)



Make "No" with your finger
(Wa lā - and do not)



Cross two fingers in front of the mouth like "X"
(Tanābazū - insult each other)



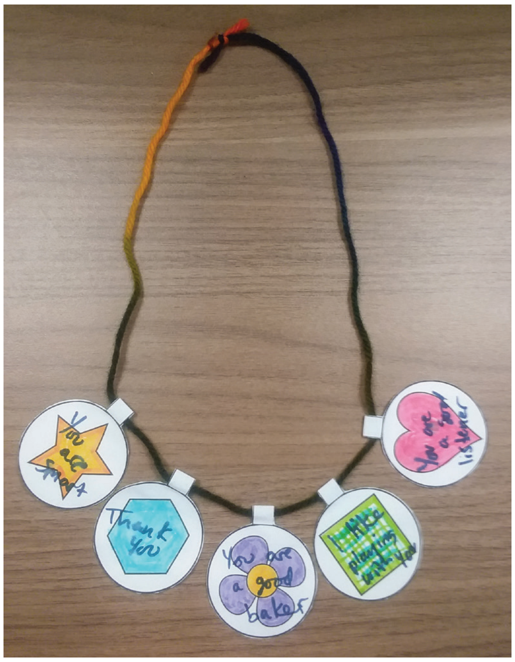
Place both hands around the mouth
(Bil-alqāb - with bad names)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
Do not	وَ
And	لَا
With	تَنَابَزُوا
Bad names	بِ
Insult each other	اَلْقَاب

Lesson 15: Bad Nicknames



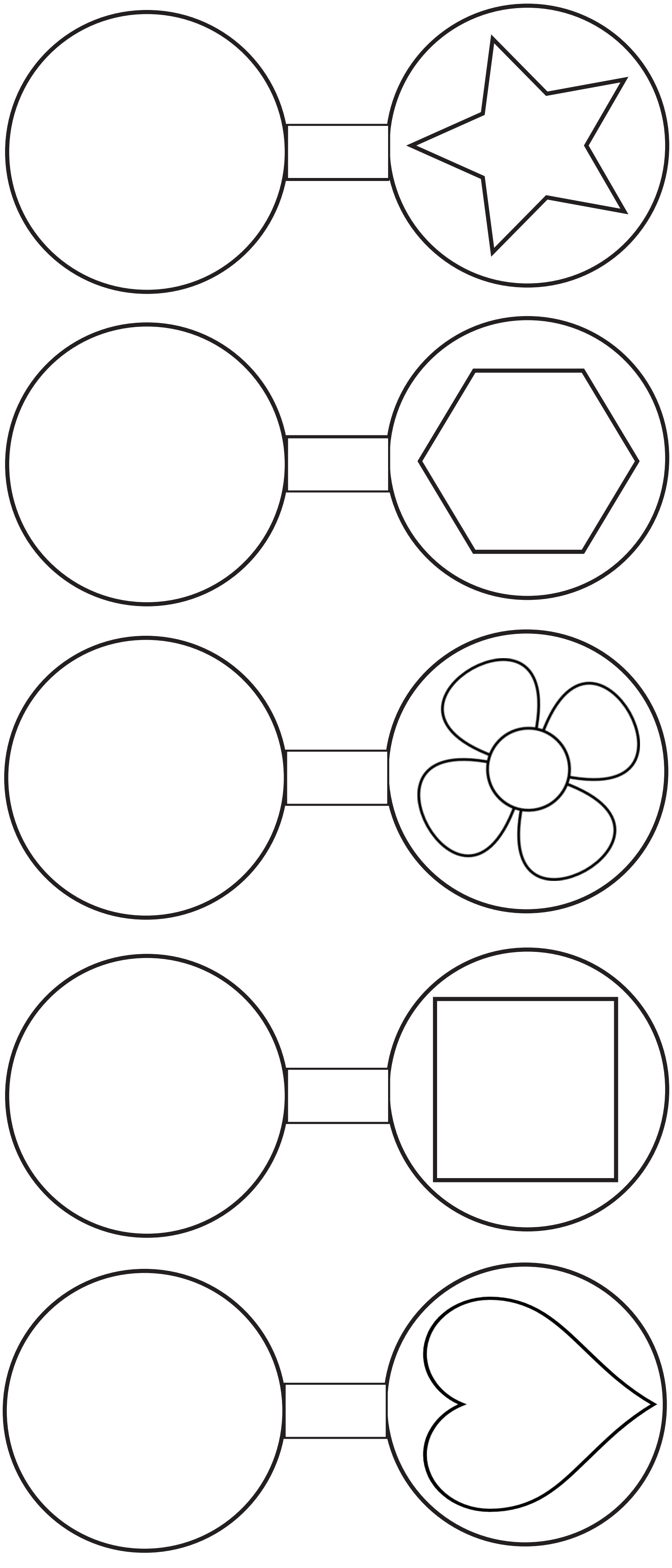
Objective: Children will learn that insulting each other is never good and that we should build up good friendships based on kindness and mercy.

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Shapes necklace template
- Sharpies or coloring pencils
- Scissors
- Glue
- Yarn (measure out necklace length for each child - about 36 inches.)

Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We learned that sometimes when someone insults, teases, and name-calls others they do it because they are insecure or don't feel good about themselves. There are other reasons that someone might be mean this way but whatever the reasons how should we really treat others? (wait for responses)
2. **SAY:** Good! We should treat each other kindly and with respect. Why should we treat each other with kindness and respect? (wait for responses)
3. **SAY:** Good guesses. We should treat each other with respect because we are brothers and sisters and Allah has taught us to act kindly and with friendship, brotherhood, and sisterhood. In our communities we should make good connections and friendships with others. How do we feel when we have good friends and other good people around us?
4. **SAY:** Yes, we feel accepted and loved. We may even feel more confident and secure around the good friends that we make. When we share good behavior and experiences instead of insulting others then we are able to be better people who remember Allah.
5. **SAY:** Today we will be making a special project to remind us to always be kind and respectful towards other and seek out to make good friends instead of hurting others.
6. At this time hand out the shapes necklace template.
7. Have the children color all of the shapes inside the pieces. Then have them write over each shape good and kind things they can say to build trust and friendship.
8. Each of the 5 pieces with the shapes on one end is shaped like a dumbell. Have them cut out each of the 5 "dumbbells". Each dumbbell should be in one piece
9. After they have cut out all of the dumbbells, have them line up all of the dumbbells so that the words are all on the same end and the plain circles are all on the same end.
10. Then have them turn the dumbbells over colored-side down.
11. Then place the yarn on top of them across the middle of each dumbbell.
12. Then have them put glue on one circle of each dumbbell and carefully fold the other end on top, so that the two circles meet and the yarn is in the fold of each piece.
13. Finally bring the two ends of the yarn together and tie them together.



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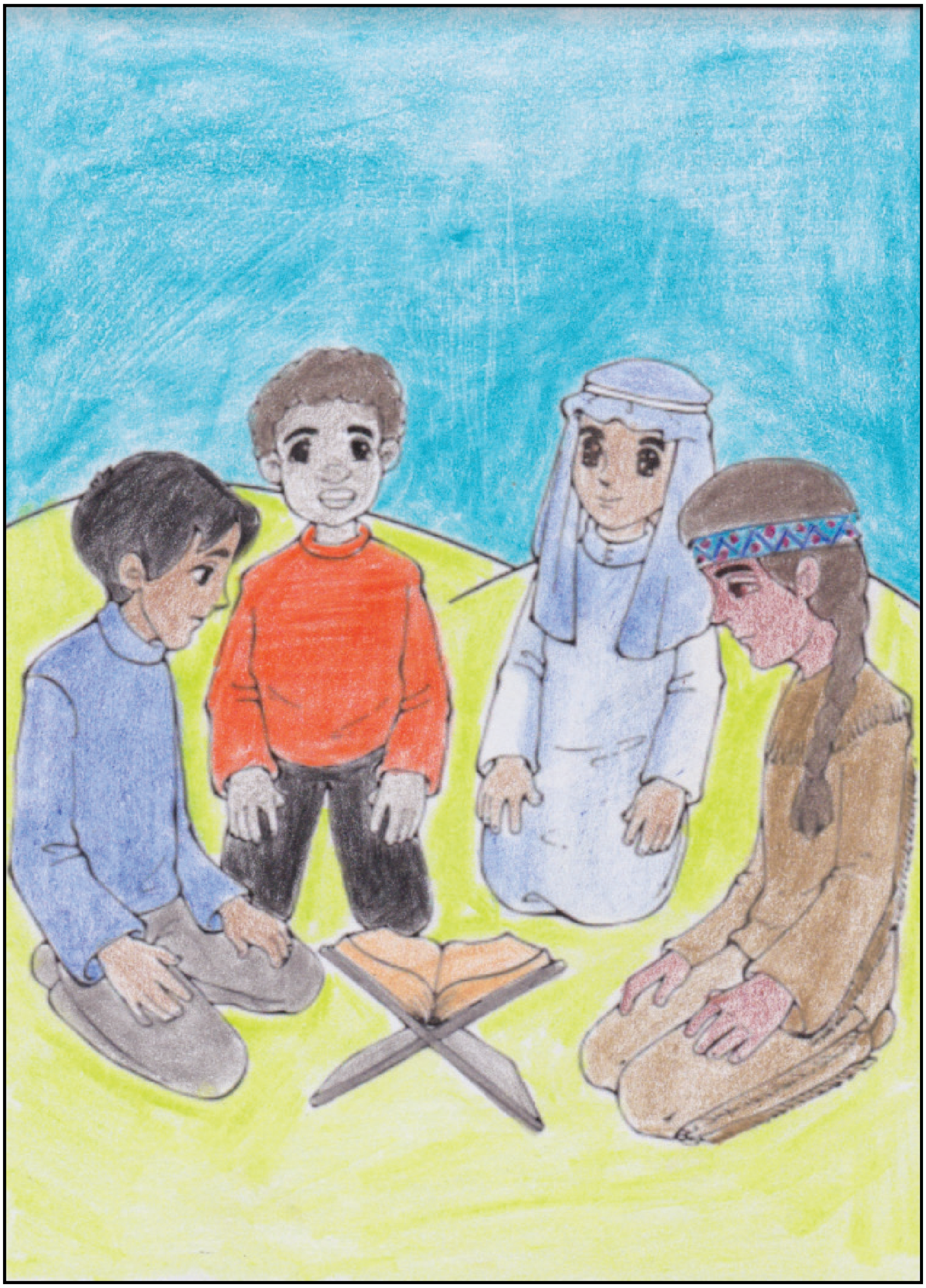
LESSON 16: GOD CONSCIOUSNESS (TAQWĀ)



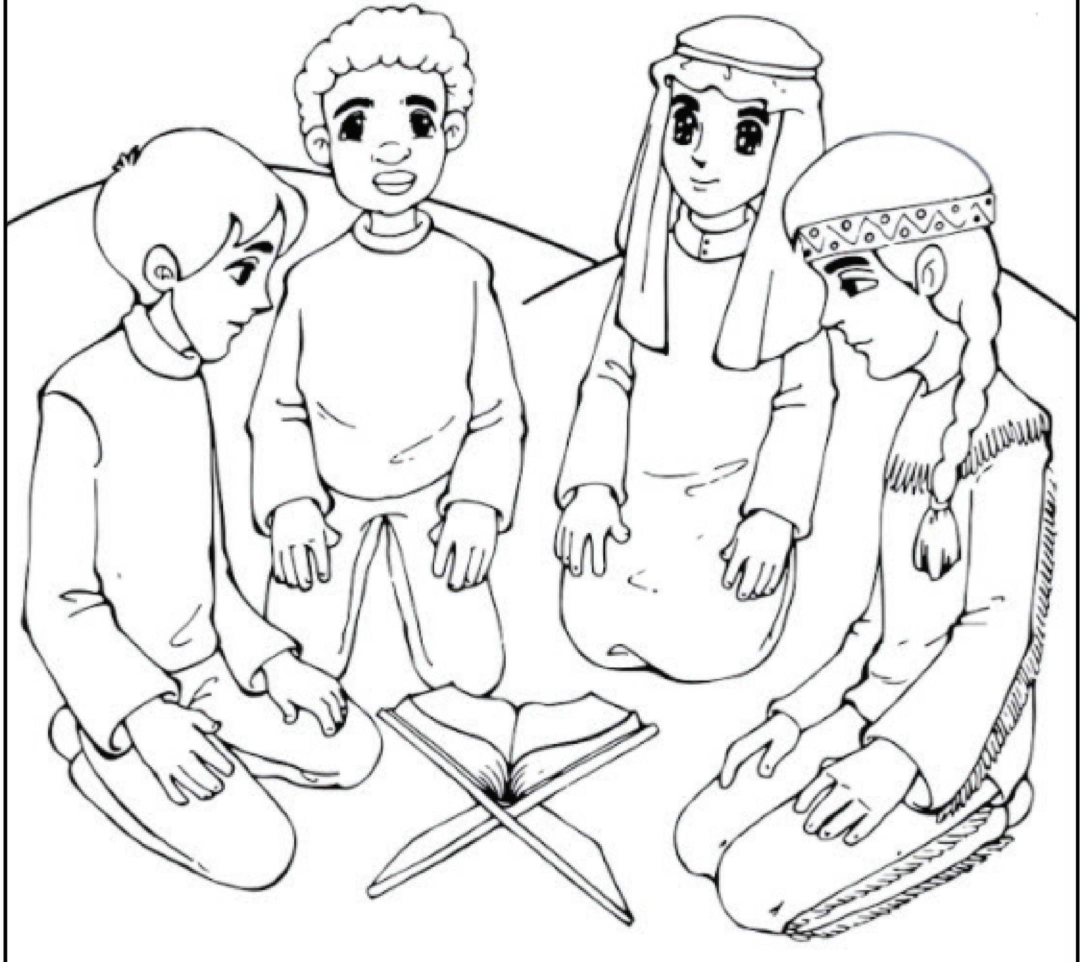
Certainly, the most honorable of you near Allah is the most God conscious of you

Sūrah al-Ḥujurāt, Verse 13 (49:13)

﴿إِنَّ أَكْرَمَكُمْ عِنْدَ اللهِ أَتْقَاكُمْ﴾

Inna akramakum ʿindal-lāhi atqākum

LESSON 16: GOD CONSCIOUSNESS (TAQWĀ)



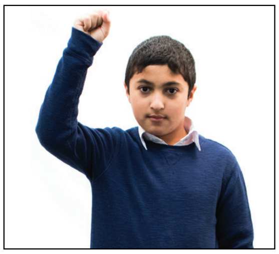
Certainly, the most honorable of you near Allah is the most God conscious of you

Sūrah al-Ḥujurāt, Verse 13
(49:13)

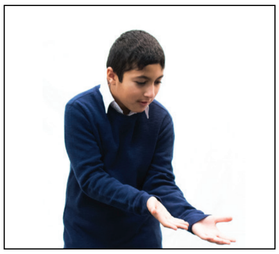
﴿إِنَّ أَكْرَمَكُمْ عِنْدَ اللهِ أَتْقَاكُمْ﴾

Inna akramakum ʿindal-lāhi atqākum

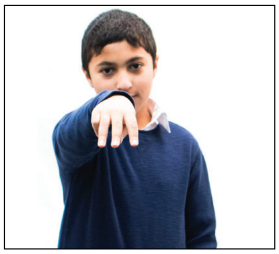
LET'S SIGN!



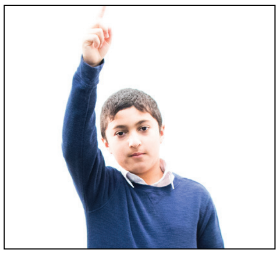
Fist Pump
(Inna - certainly)



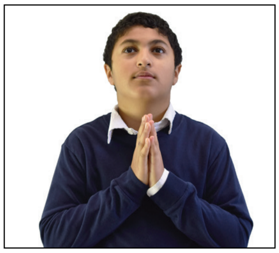
Stand up and invite someone to sit down
(Akrama - the most honorable)



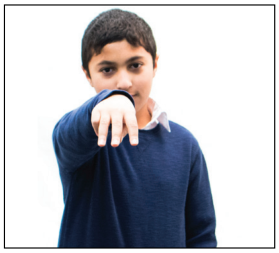
Point 3 fingers towards audience
(Kum - of you)



Point up
(ʿIndal-lāhi - in the sight of Allāh)



Put your palms together and look up
(Atq - is the most God conscious)



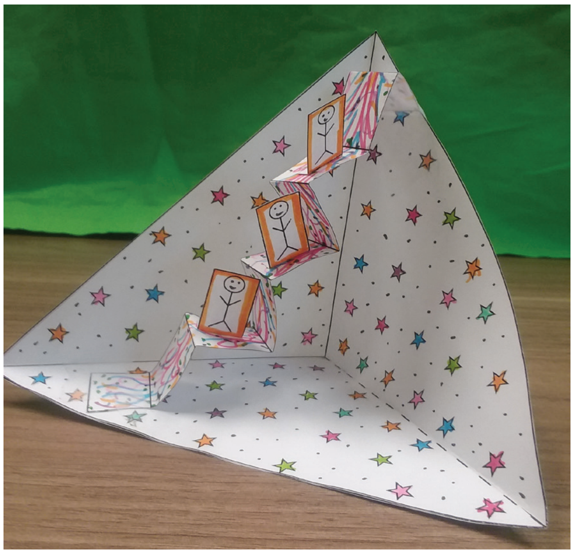
Point 3 fingers toward audience
(Kum - of you)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
The most honorable of you	إِنَّ
Certainly	أَكْرَمَكُمْ
Allah	عِنْدَ
In the sight of	اَللّٰه
Is the most God conscious of you	أَتْقَاكُمْ

Lesson 16: God-Consciousness (Taqwa)



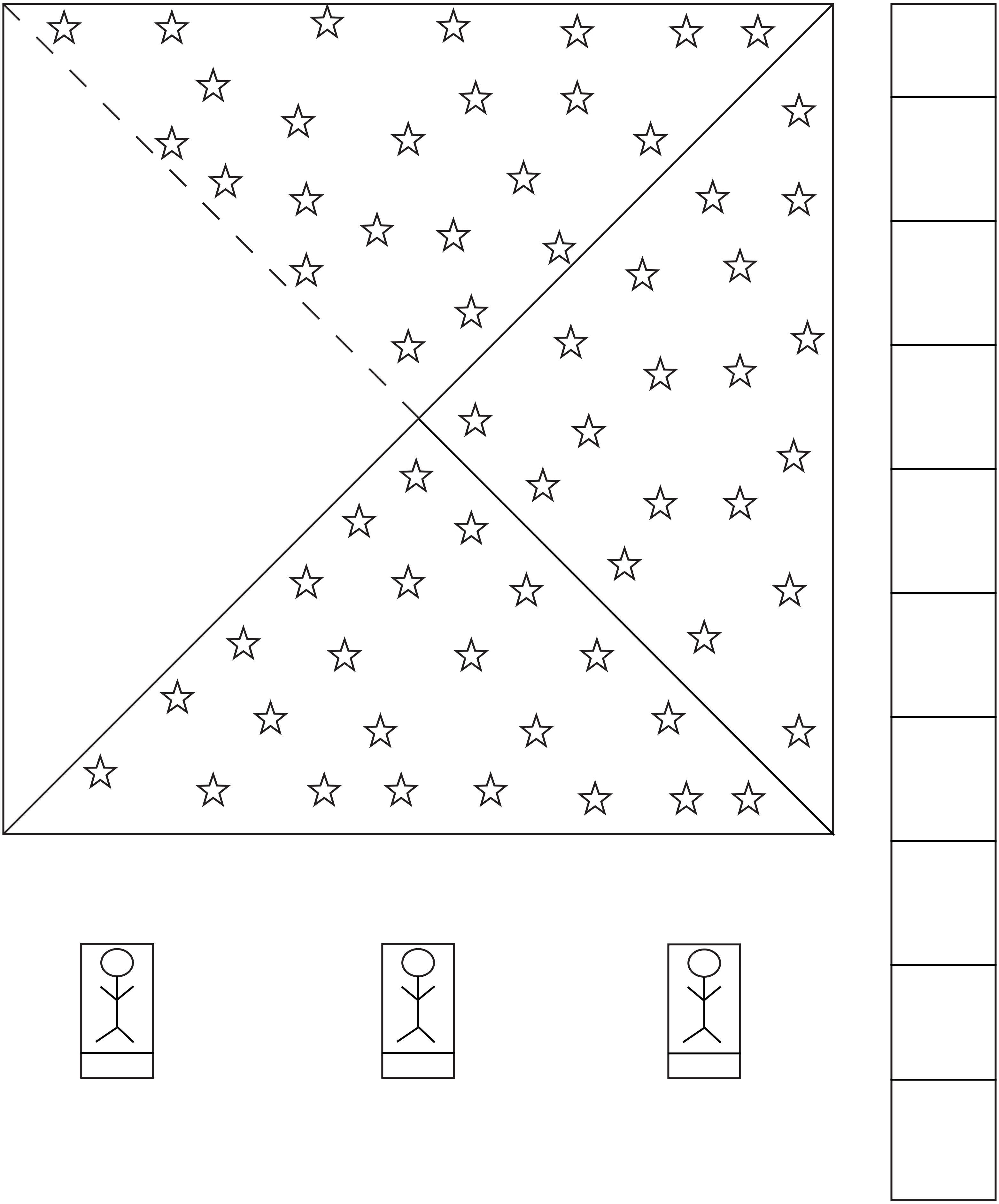
Objective: Children will learn that being God-Conscious will help them to stay on the path of truth and become closer to Allah.

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Heavenly triorama and stairway template
- Sharpies or coloring pencils
- Scissors
- Tape and or glue

Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We learned that remembering Allah and being God-conscious helps us to make good choices and do the right thing. Who can tell me what it means to be God-conscious? (wait for responses)
2. **SAY:** MashAllah. Someone who is God-conscious is someone who remembers Allah and makes choices that will make Allah happy with us. When we remember Allah and do the things that please Allah what happens to our relationship with Him? (wait for responses)
3. **SAY:** Good! The more time we spend with Allah by remembering Him and doing the things that will please Him the more we love Him and grow closer to Him. This way we can stay on the path of true Islam and enjoy the thawaab and rewards of a good life, inshāʾAllāh.
4. **SAY:** Today we will be making a special project to remind us to be God-conscious and to make good choice that will please Allah.
5. At this time handout the heavenly triorama and stairway template.
6. Have the children color and decorate the template.
7. Have the children cut out the square, stairways, and little people.
8. Next have the children lay out the square so that it is a diamond with the blank panel on the lower right side and the dotted lined pointing vertically down.
9. Have the children fold the diamond in half along the horizontal line, pressing down the fold, and then open the diamond flat.
10. Next have them fold the diamond along the vertical line, pressing the fold, and again open the diamond flat.
11. Next the children should carefully cut along the dotted line up to the center of the diamond.
12. Then pull the decorate half of the cut over the blank side of the cut so that the whole thing forms an inverted pyramid. This is the triorama.
13. Glue the decorated panel over the blank panel. This will be the floor of the triorama.
14. Then have the children accordion fold the strip so that it forms a stairway.
15. Assist the children in glueing the stairway from the floor of the triorama up to one of the two wall panels of the triorama.
16. Finally, have the children bend back the tabs of the little people and glue them gently to the different steps of the stairways.



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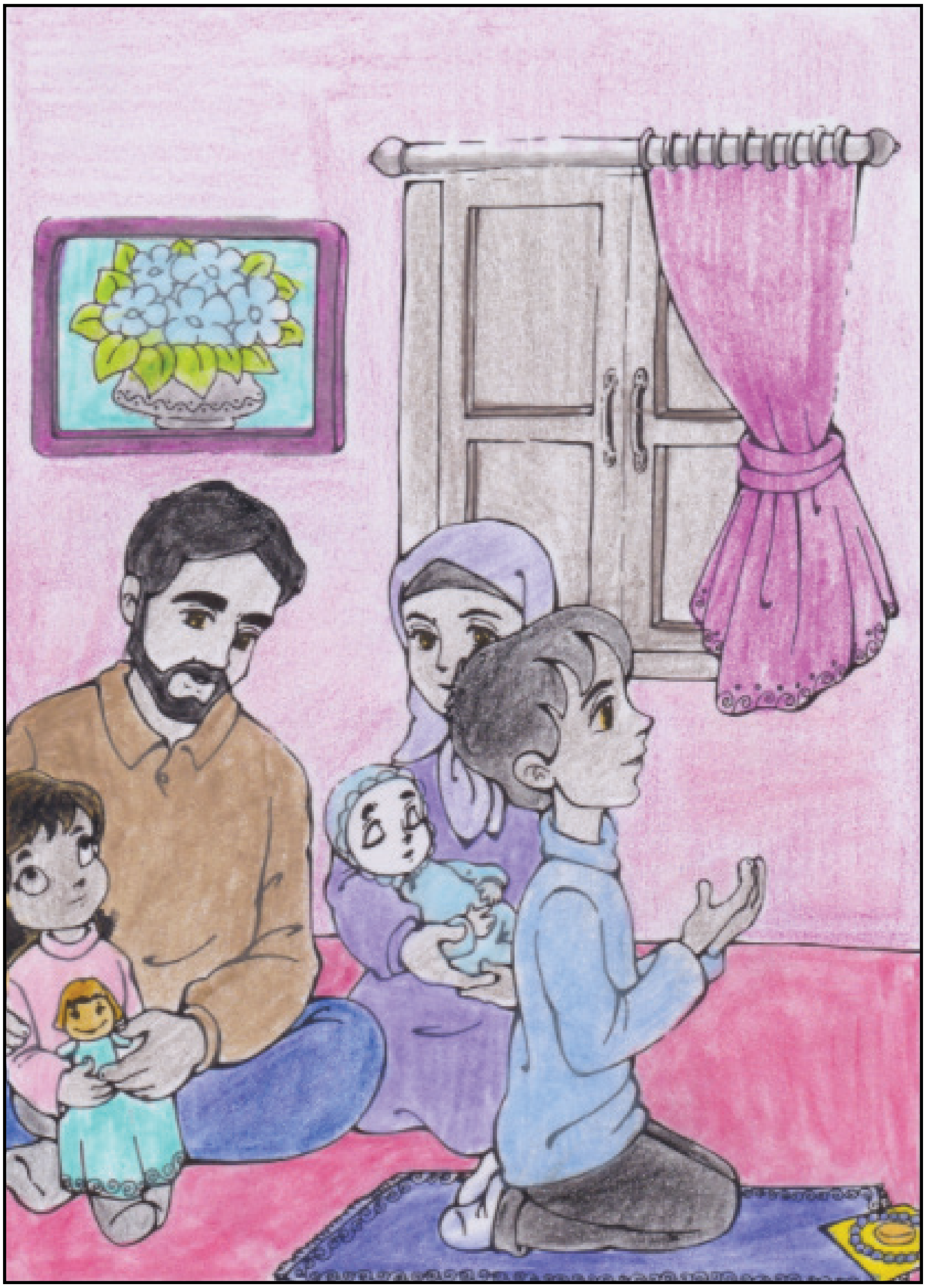
LESSON 17: PRAYING FOR PARENTS



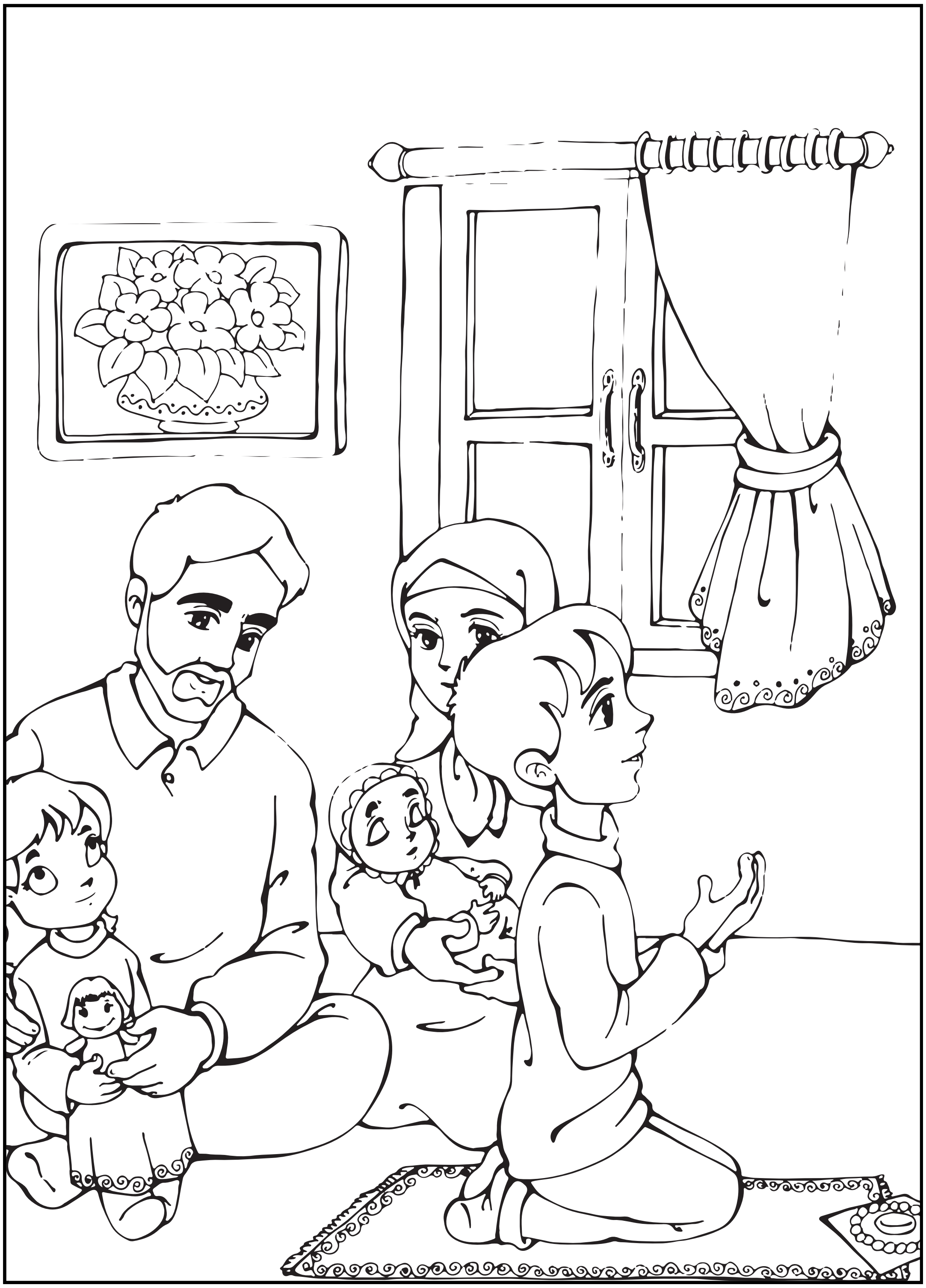
And say, "O my Lord! have mercy on them (my parents) just like they took care of me when I was small"

Sūrah al-Isrāʾ, Verse 24 (17:24)

﴿وَقُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً﴾

Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā

LESSON 17: PRAYING FOR PARENTS



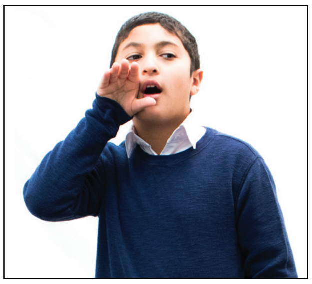
And say,
"O my
Lord! have
mercy on
them (my
parents)
just like
they took
care of me
when I was
small"

Sūrah al-Isrāʾ, Verse 24 (17:24)

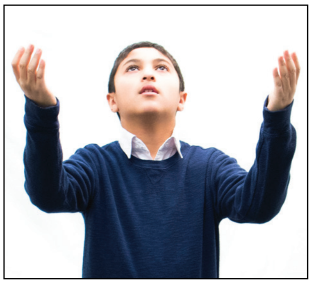
﴿وَ قُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً﴾

Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā

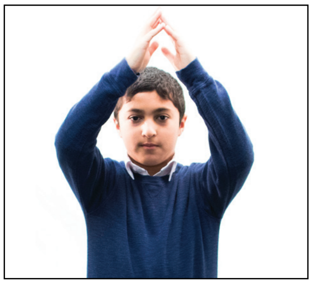
LET’S SIGN!



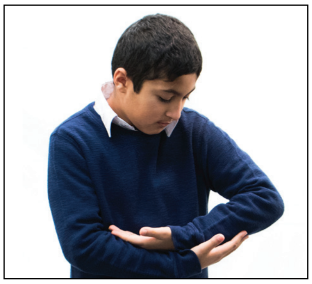
Put one hand next to your mouth and pretend to talk (Wa qur - and say)



Raise hands to make duʿāʾ (Rabbir - O my Lord!)



Hold hands together above head to show mercy from Allah (Irḥamhumā - have mercy on them (my parents))



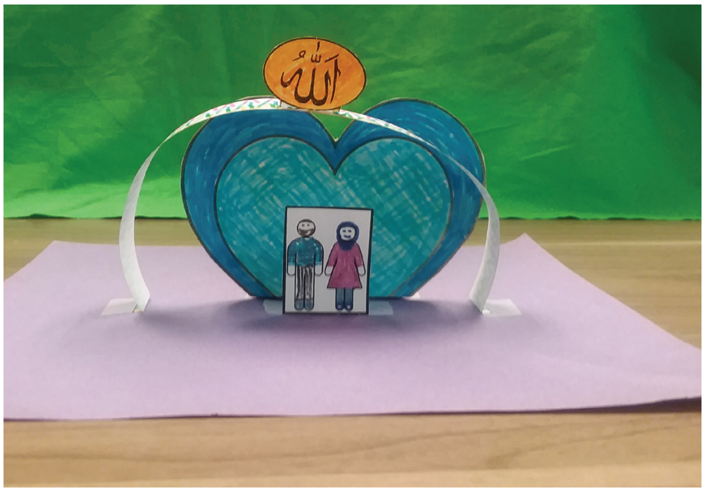
Rocking baby (Kamā rabbayānī ṣaghīrā - just like they took care of me when I was small)

MATCHING TIME!

Match each word or phrase with its correct definition!

English	**Arabic**
Say	وَ
And	قُلْ
Have mercy on them (my parents)	رَبِّ
Just like	اِرْحَمْهُمَا
When I was small	كَمَا
O my Lord	رَبَّيَانِي
They took care of me	صَغِيرًا

Lesson 17: Praying for Parents



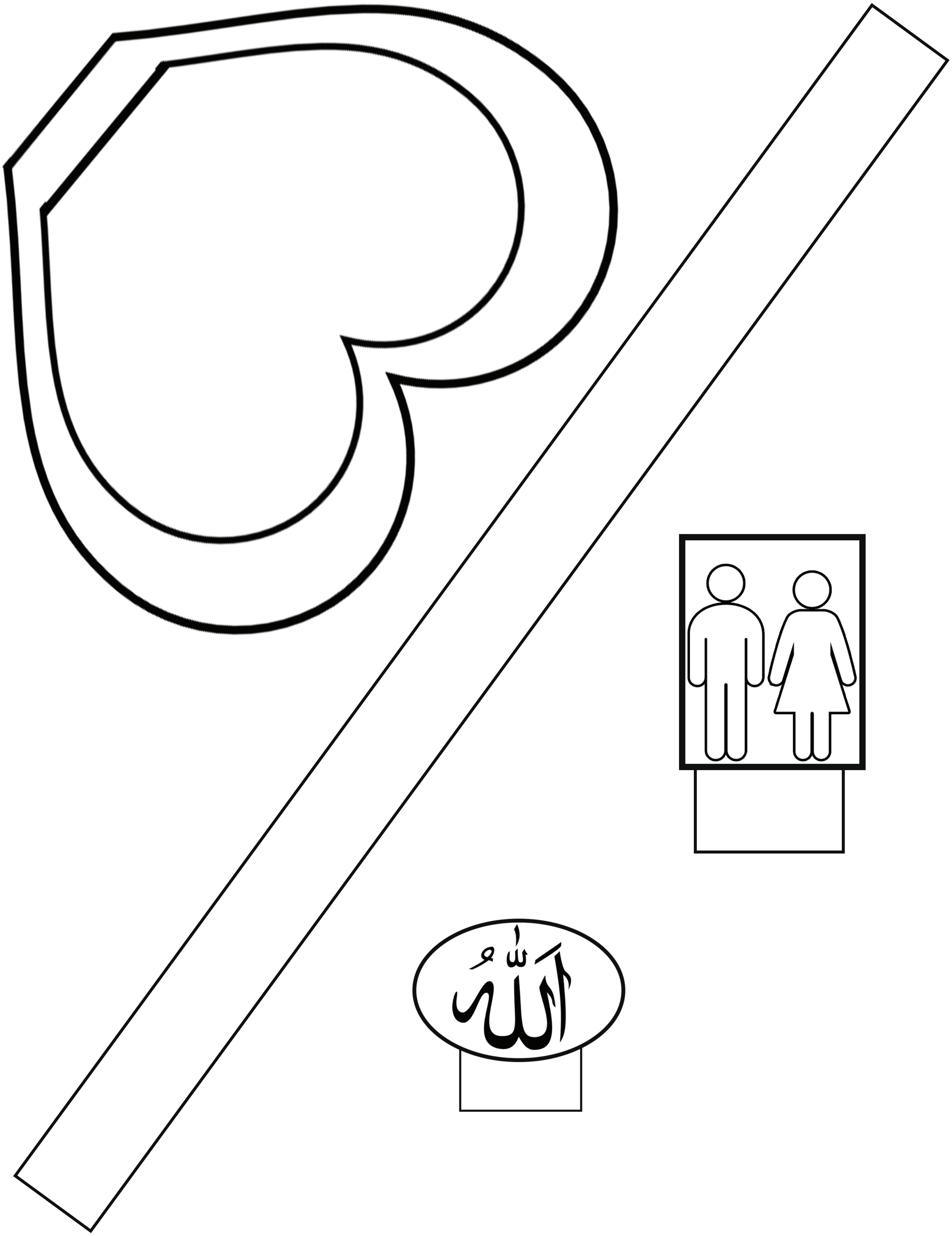
Objective: Children will learn about different ways to thank their parents and build their bond with them.

Time: 40 minutes

Suggested Ages: 5+

Materials:
- Arch, heart, and parents template
- Construction paper
- Sharpies or coloring pencils
- Scissors
- Tape or glue

Procedures:
1. **SAY:** Salāmun ʿalaykum, dear children! We learned that we should pray for our parents as a way to thank them for what they do for us. What are other ways that we can thank our parents?
2. **SAY:** Māshāʾ Allāh, so many good ideas! We can thank our parents by helping them with chores. We can thank them by showing them the respect and care. We can never truly repay our parents so we must to everything we can to show them love and thanks.
3. **SAY:** Today we will make a special project to remind ourselves that we must treat our parents in the best way, love and respect them, and pray for them, Inshāʾ Allāh.
4. At this time hand out the arches and parents template.
5. Have the children color and decorate the templates.
6. Next have the children cut out all of the pieces. Make sure the children cut out the inside of the heart arch.
7. At this time hand out one sheet of construction paper to each child.
8. Have them take the long strip from the template and bend it into an arch. Have them tape down the ends of the arch on the construction paper.
9. Next have them take the heart and bend back the bottom portion so it forms a tab. Have them tape the tab of the heart arch down so that the heart arch is slightly behind the arch.
10. Have them take the Allah circle and bend back the tab. Then have them affix the Allah circle to the top of the arch.
11. Then, have them bend back the tab of the parents box and have them glue the parents under the arch in front of the heart.
12. Finally, have them write messages to their parents and prayers for their parents on the construction paper.


الله

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DUʿĀS

Call upon Me, and I will answer you! (40:60)

Learn how to read important duʿās and ziyārāt.

Duʿāʾ al-Ḥujjah

We recite this duʿā for the protection of our 12th Imām, Imām al-Mahdī (ʿaj).

O Allah, [we ask You to] be for your close guardian (walī), al-Ḥujjah, the son of Ḥasan,	اللّٰهُمَّ كُنْ لِوَلِيِّكَ الْحُجَّةِ ابْنِ الْحَسَنِ
blessings of Allah be upon him and his fathers,	صَلَوَاتُكَ عَلَيْهِ وَعَلَى آبَائِهِ
now and always,	فِي هَذِهِ السَّاعَةِ وَفِي كُلِّ سَاعَةٍ
[Be for him] a guardian, protector, leader, helper, guide, and protector,	وَلِيّاً وَحَافِظاً وَقَائِداً وَنَاصِراً وَدَلِيلاً وَعَيْناً
until You establish him as the leader on Your earth,	حَتَّى تُسْكِنَهُ أَرْضَكَ طَوْعاً
followed by all and for a long lifetime to prosper	وَتُمَتِّعَهُ فِيهَا طَوِيلاً

Simple Duʿāʾ Before & After Eating

The Prophet (ṣ) has said:
When a table is spread, 4,000 angels surround it. When the person who is eating begins with saying “Bismillāh,” the angels say, “May Allah bless you while you eat!”

Then, they say to the Shayṭān, “Leave, O sinful one! You have no authority over them!”

And when they leave the table and say alḥamdulillāh, the angels say, “These are people that Allah has blessed, and they have thanked Allah for the blessing.”

But if they don’t mention the name of Allah, the angels say to Shayṭān, “Come near, O sinful one! Eat with them.” And when they finish, and don’t mention the name of Allah, the angels say, “These are people whom Allah has blessed, but they have forgotten their Lord, the Exalted.”

So, we should begin our meals by saying:

In the name of Allah	بِسْمِ اللّٰه

And we should end our meals by saying:

All praise belongs to Allah	اَلْحَمْدُ لِلّٰه

Longer Duʿāʾ Before & After Eating

When a meal was spread before the Noble Prophet (ṣ), he used to say:

You are pure, O Allah! How good is what you grant us and test us with!	سُبْحَانَكَ اللَّهُمَّ مَا أَحْسَنَ مَا تَبْتَلِينَا
You are Pure, O Allah! How much you give us!	سُبْحَانَكَ مَا أَكْثَرَ مَا تُعْطِينَا
You are Pure, O Allah! How many times you keep us safe!	سُبْحَانَكَ مَا أَكْثَرَ مَا تُعَافِينَا
O Allah, increase what you give us and the needy believers and Muslims.	اللَّهُمَّ أَوْسِعْ عَلَيْنَا وَ عَلَى فُقَرَاءِ الْمُؤْمِنِينَ وَ الْمُؤْمِنَاتِ وَ الْمُسْلِمِينَ وَ الْمُسْلِمَاتِ

Imām aṣ-Ṣādiq (ʿa) has said that when you finish eating, say:

All praise belongs to Allah, the one who feeds and is not fed.	الْحَمْدُ لِلَّهِ الَّذِى يُطْعِمُ وَ لا يُطْعَم

The first grade Qurʾān curriculum is designed to help students improve their Qurʾan recitation and to develop a relationship with the Qurʾān through the following units:

1. Review
2. Qurʾān Reading
3. Sūrah Memorization
4. Living with the Qurʾān
5. Duʿās

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